DOCUMENT RESUME

ED 327 903 CS 507 383

AUTHOR Ansell, Dorothy I.; Griffin, William V.
TITLE Let's Talk Independence: A Curriculum for Teaching Communication Skills. Group Leader's Guide.
INSTITUTION Eastern Kentucky Univ., Richmond.
SPONS AGENCY Kentucky State Dept. for Human Resources, Frankfort. Dept. for Social Services.
PUB DATE 88
NOTE 128p.; For a companion participant's guide, see CS 507 384.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Communication Skills; Curriculum Guides; *Daily Living Skills; *Independent Living; Instructional Materials; Interpersonal Competence; Secondary Education; Teaching Guides; Young Adults
IDENTIFIERS *Communication Strategies; Kentucky

ABSTRACT

Intended to help young people acquire independent daily living skills, this book is the group leader's guide to an advanced youth training curriculum for developing appropriate communication competence. The guide's first session introduces the basics of communication, while subsequent sessions focus on communication in all aspects of life: on the job, with family, in the community, during leisure time activities, with friends, in the marketplace, and at home. Intended for use in a group setting and by youths who have already completed a more basic curriculum on independent living, the guide provides many opportunities for youth to practice communication skills such as getting along with a roommate, approaching a landlord with a problem, dealing with criticism on the job, and negotiating with a car dealer. The group leader's guide organizes activities by one-hour sessions, with specific objectives identified at the beginning of each one, activities described in detail, and instructions and handouts. A 22-item list of resources on program development, youth training materials, and supplemental materials concludes the guide. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS

ED327903

LET'S TALK INDEPENDENCE

LET'S TALK INDEPENDENCE

A Curriculum for Teaching Communication Skills

by:
Dorothy I. Ansell
and
William V. Griffin

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Pam Lawrence
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Printed with 100% federal funds. Project #018701KY1420

CS507383

Group Leader's Guide

LET'S TALK INDEPENDENCE

A Curriculum for Teaching Communication Skills

by:
Dorothy I. Ansell, M.S.W.
and
William V. Griffin, M.S.W., M.P.A.

Prepared for the Commonwealth of Kentucky, Cabinet for Human Resources,
Department for Social Services. An Equal Opportunity Employer

Group Leader's Guide

TABLE OF CONTENTS

Acknowledgments		1
Introduction		4
How to Use the Group Leader's Guide		5
Videotaping		5
If Youth Are Not Good Readers		6
Adolescent Developmental Issues		7
Session 1: Let's Talk About Basic Communication		10
Activity #1	Introductions	11
Activity #2	Getting to Know Each Other	13
Activity #3	Communicating	14
Activity #4	Body Language	17
Activity #5	Good Listening	20
Activity #6	Sending Effective Messages	21
Activity #7	Practicing Effective Messages	23
Activity #8	Roadblocks to Communication	25
Session 2: Let's Talk about Work and Careers		26
Activity #9	Reviewing Communication on the Job	27
Activity #10	Giving Directions	28
Activity #11	Dealing with Criticism	29
Activity #12	Practicing Handling Critics	32
Activity #13	The Angry Caller	34
Session 3: Let's Talk with Your Family		36
Activity #14	Who and What We Are	37
Activity #15	Family Communication	41
Activity #16	Family Relations	42
Activity #17	Role Play Situations	45
Session 4: Let's Talk about Shopping and Getting Around		47
Activity #18	The Art of Negotiation	48
Activity #19	How to Negotiate	52
Activity #20	Collecting Information on Cars	55
Activity #21	Planning a Trip Using Public Transportation	59
Activity #22	Taking a Trip Using Public Transportation	62

Session 5: Let's Talk about Your Community 63

Activity #23 Assumptions and Alternatives 64
Activity #24 Communicating in the Community 69
Activity #25 Rights and Resources 70
Activity #26 Community Scenarios 73
Activity #27 Developing your own Resource Directory 79

Session 6: Let's Talk about Recreation 84

Activity #28 Things I Can Do Alone, with Someone or in a Group 85
Activity #29 To Focus, To Focus! 87
Activity #30 Organizing Activities with Friends 88
Activity #31 Talking to New People 92

Session 7: Let's Talk with Friends 93

Activity #32 The Walking Continuum 94
Activity #33 Communicating with Friends 97
Activity #34 What Would You Do? 98
Activity #35 Fact or Fiction? 102
Activity #36 AIDS Situation - What Do You Think? 106

Session 8: Let's Talk at Home 109

Activity #37 Rate Yourself 110
Activity #38 Assertive, Passive, Aggressive Communication 113
Activity #39 How Would You Respond? 114
Activity #40 Being Assertive 117

Resources 121

Bibliography 122

ACKNOWLEDGMENTS

The Department for Social Services gratefully acknowledges the following individuals and agencies whose support for the project and assistance with all aspects of the development of this material has been invaluable:

The Independent Living Curriculum Task Force:

Kit Andrews, Chairperson
Family Services Program Specialist
Department for Social Services
Children and Youth Branch
Frankfort, Kentucky

Charles Baker, Executive Director
Buckhorn Children's Center
Buckhorn, Kentucky

Cindy Calvert, Student
Western Kentucky University
Bowling Green, Kentucky

Lee Ann Christensen, Foster Care Treatment Home
Parent Supervisor
Department for Social Services/Bluegrass District
Lexington, Kentucky

Sara Dunlap, Foster Care Specialist
Department for Social Services/Fiveco/Big Sandy District
Ashland, Kentucky

Betsy Farley, Grants Specialist
Family Services Program Specialist
Department for Social Services, Central Office
Frankfort, Kentucky

Ann Henry, Training Coordinator
Family Services Program Specialist
Division of Family Services, Training Branch
Frankfort, Kentucky

Carol Mayabb, Director of Juvenile Justice
YWCA
Lexington, Kentucky

Doug Remick, Executive Director
Futures for Youth
Lexington, Kentucky

Pat Roberts, Independent Living Group Leader
Department for Social Services
Green River District
Owensboro, Kentucky

Debra Scholer, Social Worker
Department for Social Services/ Northern Kentucky District
Covington, Kentucky

Bruce Scott, Social Worker
Department for Social Services
Recruitment and Certification, Team 3
Louisville, Kentucky

Renee Suiter, Recruitment and Certification Supervisor
Department for Social Services/Purchase District
Mayfield, Kentucky

Jim Wood, District Manager
Department for Social Services/Cumberland Valley District
London, Kentucky

These staff provided guidance for this project:

Department for Social Services Central Office, Frankfort, Kentucky/ Division of Family Services/Children and Youth Branch

Nancy Rawlings, Director, Division of Family Services
Linda Yeary, Branch Manager, Children and Youth
Betsy Farley, Grants Specialist
Ann Henry, Training Coordinator
Sharon Surbeck, Family Services Program Specialist
Carey Durrett, Family Services Program Specialist
Mike Yocum, Family Services Program Specialist
Alice Martinson, Director, Education Branch, Children's Residential Services

Special Thanks to:

Eastern Kentucky University, Richmond, Kentucky

Bruce Wolford, Director, Training Resource Center
Shari Baker, Desktop Publisher
Sue Howard, Desktop Publisher
Pam Lawrenz, Editor
Jack McDowell, Producer, Division of Television and Radio
Lauren Harrison, Graphic Designer, Division of Television and Radio

We appreciate the cooperation of Field Test Staff:

Renee Suiter, Recruitment and Certification
Dorothy Kunnecke, Foster Care and Adoption Specialist
Department for Social Services, Purchase District
Mayfield, Kentucky

Pat Roberts, Independent Living Group Leader, Department for Social Services / Green River District
Owensboro, Kentucky

Darlene Rice, Independent Living Coordinator
Rhonda McLeod, Independent Living Staff
The Methodist Home
Lexington, Kentucky

John Schauer, Independent Living Coordinator
Lisa Potts, Independent Living Staff
Susan Cooke, Independent Living Staff
Seven Counties Services,
Louisville, Kentucky

Suzanne Smiley, Independent Living Coordinator
Tim Gray, Independent Living Staff
The Mary Kendall Home
Owensboro, Kentucky

A videotape committee, composed of Jack McDowell, John Schauer, Ann Henry and Kit Andrews, developed the "trigger" tapes that accompany this material. We are grateful to Henderson Settlement, the Mary Kendall Home, Buckhorn Children's Center, Brighton Center, and Seven Counties Services for their assistance.

Project Coordinator:

Kit Andrews
Family Services Program Specialist - Independent Living
Frankfort, Kentucky

This curriculum was funded by federal grant #01-8701-KY-1420 awarded to the Department for Social Services by the Department of Health and Human Services, Administration for Children, Youth and Families, Independent Living Initiative program, Title IV-E.

INTRODUCTION

LET'S TALK INDEPENDENCE was developed under the guidance of the Kentucky Department for Social Services Independent Living Curriculum Task Force. The Task Force was created to determine what instructional materials could be developed to benefit Kentucky's youth. This group recognized that most of the youth training materials available dealt with the more concrete independent living skill areas (i.e. completing job applications, developing budgets, comparison shopping and meal preparation). The areas not adequately covered were those that dealt with the intangible skill areas such as communication, interpersonal relationships, decision-making, problem-solving, planning, and increasing self-esteem. The Task Force agreed that any materials to be developed would concentrate on teaching one or more of the intangible skills.

LET'S TALK INDEPENDENCE concentrates on the development of communication skills. The first session introduces the basics of communication. Subsequent sessions focus on communication in all aspects of life: on the job, with family, in the community, during leisure time activities, with friends, in the market place, and at home. Youth who complete this program should be able to ask for information, express personal opinion, respond to criticism more appropriately, and understand and demonstrate non-verbal communication.

LET'S TALK INDEPENDENCE is an advanced youth training curriculum. It is intended for youth who have already completed a more basic curriculum like **MAKING IT ON YOUR OWN.** This curriculum is based on the assumption that the youth has already learned how to look for an apartment, find a job and calculate the hidden costs of owning a car. In **LET'S TALK INDEPENDENCE**, the youth will learn how to get along with a roommate, approach a landlord with a problem, deal with criticism on the job, and negotiate with a car dealer.

LET'S TALK INDEPENDENCE provides many opportunities for youth to practice communication skills. For this reason, **LET'S TALK INDEPENDENCE** is best used in a group setting. Within the group, youth can see communication skills demonstrated and practice the skills with peer support. It is very difficult for anyone to learn communication skills by working alone or by working with only one other person.

How to Use the Group Leader's Guide

The Group Leader's Guide for **Let's Talk Independence** organizes activities by sessions. At the beginning of each session, specific objectives are identified. Review the unit objectives again at the end of the session.

Each session will take approximately 1 hour to complete. However, some units like *Let's Talk about Shopping and Getting Around* have optional activities and field trips. Other sessions recommend the use of videotaping. Additional time will need to be allotted to take advantage of these optional learning opportunities.

Each activity is described with as much detail as possible to assist the group leader in conducting the session. Activities are numbered, making it easier for co-leaders to plan and coordinate group sessions.

The purpose of each activity is clearly stated in the beginning of the description. The purpose relates to the unit objectives and helps the group leader to better understand the learning to be achieved by the activity.

Following the Purpose is a section called Group Leader's Notes. The Notes provide detailed instruction on how to carry out the activity. Special materials (i.e. flip chart, markers, handouts) are identified at the end of the activity description. When a handout is called for, a copy of the handout will be found in the pages following the activity description. The same handouts are also found in the **Let's Talk Independence: Participant's Guide.**

Videotaping

This curriculum provides many role-play situations in which youth may learn new communication skills. The learning that occurs during these role- plays may be greatly enhanced through the use of videotape equipment. "Instant re-plays" allow the group leaders to point out both the best aspects of a role-play and those that need improvement. The feedback to the youth can be much more effective because the youth can see for themselves. The interaction may be replayed as many times as necessary and kept to be reviewed again later in the program.

Most youth enjoy seeing themselves on videotape. However, some group members may be shy at first. To help youth overcome their shyness, allow time at the beginning of a session to let the youth look at the videotape equipment and learn about the videotaping process.

If possible, keep the videotape equipment handy in the meeting room. As with any other tool, it is more likely to be used if it is available and easy to operate. You will note that some of the activities will recommend the use of

videotape equipment. You will find other situations when videotaping will be beneficial even though it is not suggested in the activity description.

Videotape as often as time permits but make sure there is ample time to review the videotapes. If group interactions are being recorded, they must be shown to the group. In the beginning, videotapes should be shown during the same session if at all possible.

If you have youth who are interested in learning more about videotaping and are responsible enough to be trusted with the equipment, you may want to consider training them to be "videotaping specialists". Having youth trained to run the equipment allows you to concentrate on the group and the group members engaged in the exercise. For some youth, learning to be a "videotaping specialist" may in turn lead to a career in a related field.

Activities in Sessions 1, 2, and 8 call for the demonstration of new communication techniques. As the group leader, you will be the one to show the group how to use these techniques. Use the videotape equipment to tape your demonstration before the session begins. Showing a pre-recorded videotape is a lot easier than demonstrating the skills during the session. It also allows the group to look at the demonstration as many times as necessary.

IF YOUTH ARE NOT GOOD READERS

Much of this curriculum can be completed without group members being good readers. Group members will learn new communication techniques by watching you demonstrate the skills and by practicing in role-play situations.

There are some activities that present written situations that must be read to be understood. In most instances, the written material may be read out loud for all to hear. You may elect to read the material yourself or ask someone in the group to do so. For activities like RATE YOURSELF in Unit 8 that are intended to be completed alone, you may need to work with slow readers individually. You may also try using a cassette recorder to make an audiotape of the written material in the activity. Allow the youth to take the cassette player (with ear phones), play back the tape and answer the questions at his/her leisure.

Before beginning the first group session, find out how well your group members read. This can be accomplished by asking each member to complete a simple application form for participation in the group and to read aloud a brief description of the group's purpose and activities. This information will be useful for you later as you plan for group sessions.

ADOLESCENT DEVELOPMENTAL ISSUES

Although the focus is to help youth learn skills that they will need to live as an adult in an adult world, it is important to remember that you are dealing with adolescents and not adults. It is easy to forget this simple fact and become frustrated when the group acts "silly" or appears to be uninterested.

It is equally important to remember that group members may be at a developmental level much lower that that of their chronological age. Youth who experienced abuse, abandonment, rejection, other emotional maltreatment, or substance abuse are often developmentally delayed. As a result, their concerns about today and their thoughts about the future may be different from youth the same age.

The following outline provides an overview of the developmental tasks of early adolescence, middle adolescence and late adolescence.

EARLY ADOLESCENCE

1. Young adolescents are trying to sever previous dependent emotional ties with parents.

2. Adolescents tend to become less involved in family activities.

3. Adolescents tend to downgrade their parents.

4. Adolescents become reluctant to accept advice or criticism.

5. Adolescents tend to discard hobbies which tie them to childhood.

6. Adolescents are no longer compliant, agreeable, and disciplined.

7. Adolescents desire independence from their parents and yet the dependent needs for love, shelter, food, clothing, and emotional support are still there.

8. Emotional separation is painful for both but is necessary for accomplishing developmental tasks. (The ambivalence we observe has its roots in this effort for emotional separation).

9. The emotional conflict we observe centers on the adolescent's loss of identity with family.

10. We observe a "psychological void". (The youth is neither completely dependent upon the parents nor accepted by the peer group).

11. We observe mood swings accompanied by depression and boredom.

12. We observe regressive retreats back into childhood.

13. We observe anti-social behavior (shoplifting, fights, vandalism, etc.).

14. We observe a fall in school grades.

15. We observe occasional truancy (missing school).

16. The early adolescent's behavior could be thought of as a "testing out" type of behavioral experimentation.

17. Absence of such behavior in the adolescent could be suspicious.

18. Successive regression is an indication of more severe problems in adjustment.

19. School failure, school drop-out and frequent drug use are indicators of more severe complications.

20. Such complications could have their roots in the home.

MIDDLE ADOLESCENCE

1. We observe strong peer group allegiance.

2. Involvement in the adolescent sub-culture occurs.

3. Adolescents bridge the "psychological void" by developing emotional ties with the peer group.

4. Friends become more important.

5. Adolescents adopt peer group ideas and values (Fads of dress, language, music, and dance are clear indications).

6. The kind of behavior enhances "the emotional separation".

7. A new separate identity is underway, conforming to that of peers.

8. Behavioral experimentation is a result of peer group pressure.

9. Adolescents experiment with adult-like roles, dating, part-time jobs, acquisition of special educational interests.

10. "Normal" activities often include group anti-social behavior.

11. Many try to prove they are fearless, powerful, and sexy.

12. Indicators of stronger problems in adjustments are: lacks friends, poor peer group ties, sexual promiscuity, and drug use.

LATE ADOLESCENCE

1. This is an adulthood emancipation period.

2. Adolescent accepts additional adult responsibilities.

3. "Normal" adjustment problems occur when adolescents feel hesitant in accepting independent responsibilities and maintain middle adolescent roles.

4. Such behaviors are manifested by:
   a. Retaining primary group ties,
   b. Continued dependence upon the family.

5. If middle adolescent roles persist, a more planned intervention might be necessary.

*This material was adapted from Handbook of Adolescent Psychology edited by Joseph Adelson, New York, Wiley Interscience, 1980, and The Commonwealth of Kentucky, Department for Social Services, Handbook for Investigating Abuse and Neglect in Out-of-Home Child Care Settings.

SESSION 1

LET'S TALK ABOUT BASIC COMMUNICATION

SESSION 1

LET'S TALK ABOUT BASIC COMMUNICATION

SESSION OBJECTIVES:

At the end of this session, the participants will be able to:

1. Call at least 3 group members by name.
2. Describe the difference between sender and receiver.
3. Demonstrate nonverbal communication and explain how it affects verbal messages.
4. Demonstrate at least 1 effective listening technique.
5. Identify at least 1 roadblock to effective communication.

ACTIVITY #1: *INTRODUCTIONS*

PURPOSE:

This exercise is intended to give everyone a chance to talk about themselves and about why they chose to come to this session. This exercise helps the trainer better understand the youth's attitude and their expectation of the group.

GROUP LEADER'S NOTES:

Ask each person to introduce themselves, tell why they decided to come to the session and what they want to gain from participating.

Start out by introducing yourself. Explain why you chose to come and tell the group what you hope to gain by participating. (Example: I'm here because I like participating in groups with teenagers. Our topic is communication and I expect to improve my own communication skills as a result of this group.)

You will need to expect some youth to say that they really didn't want to come but were pressured to do so. Ask the following:

1. *Did others feel pressured to come?*
2. *Why do you think your parent(s), foster parent(s), caseworker wanted you to come?*
3. *What do you think the "pay-off " might be if you got really good at communication?*

4. *What kinds of jobs could you get if you were really good at communicating?*

List the groups' expectations and their ideas of "pay-offs"/ jobs on flip chart paper. Tape this to the wall and save. You may want to refer to this list in the future.

Thank the youth for being candid about their reasons for coming. Point out that being able to say what you feel is an important part of communicating.

Check back with the group at the end of the session to see if the group was what they expected.

MATERIALS NEEDED:

Flip Chart, tape and markers
THE BASICS OF COMMUNICATION (Participant's Guide page 1)

ACTIVITY #2: *GETTING TO KNOW EACH OTHER*

PURPOSE:

This exercise gives everyone a chance to get to know group members a little better, to practice working in pairs and to practice speaking in front of a group.

GROUP LEADER'S NOTES:

Ask the group to identify three questions that they would want to ask if they were an employer conducting a job interview.

If the group has difficulty in coming up with three questions, help them out. The intention is to get the group talking to each other.

Write the questions on a flip chart. The questions might be something like the following:

1. *What is the highest grade that you have completed in school?*
2. *What school do you go to?*
3. *What is your favorite subject?*

Divide the group into pairs and tell them they are to interview each other using the questions on the flip chart. Once the interviews are completed, each person is to introduce his/her partner to the group.

MATERIALS NEEDED:

Flip Chart and markers or chalkboard and chalk

ACTIVITY #3: *COMMUNICATING*

PURPOSE:

This exercise introduces the terms commonly used in teaching communication (sender, receiver, message) and illustrates the roles of the sender and the receiver.

GROUP LEADER'S NOTES:

Write the following words on the flip chart: sender, receiver, message.

Ask the group if the following statement is true or false: In order to communicate there must be a sender (someone sending a message), a receiver (someone receiving a message) and the message itself. Ask the group why they answered true or false.

Using your co-leader, role play the following situations in front of the group (note: you may want to videotape your role-play before the group meets if video equipment is available.)

1. Ask your co-leader a question. The co-leader is listening to music, reading a book or sleeping and ignores you.

2. You open up an unexpected bill and begin talking out loud to yourself about how you don't have enough money to pay it. Use body language. Co-leader is not in the picture.

3. You comment on something your co-leader is wearing and your co-leader gives a non-verbal response and goes back to reading a book or listening to music.

4. You get your co-worker to tell you about his/her week-end or vacation. Use such phrases as "Sounds like you had a good time. Tell me more." to encourage your co-leader to continue.

After each role-play ask the group to evaluate using the following as a guide:

- *Was there communication?*
- *Who was the sender?*
- *Who was the receiver?*
- *What was the message?*

After role-plays 3 and 4, ask the group how they knew the receiver had gotten the message. Point out that we use words and expressions to let people know that we understand what they are saying.

Ask the group if they can summarize the job of the sender and the job of the receiver.

(The sender's job is to send clear messages using words and expressions that the receiver will understand. The receiver's job is to let the sender know by words or expressions that she/he understood the message.)

Ask for or select a volunteer from the group. Tell this person that you are going to send him/her a message. Ask the group to observe and evaluate whether or not the receiver got the message.

Use or make up a language that you know your volunteer will not understand. Ask them a question in that language. Ask the group to evaluate. Did your volunteer use any words or non-verbal expression to indicate that they did not understand the message. What were they?

Ask your volunteer how it felt to be part of a role-play when the group leader is talking in an unknown language. When your volunteer responds, ask the group to evaluate that interchange. Was there communication? Was the message clear? Did the receiver seem to understand the message? How did you know?

MATERIALS NEEDED:

Flip Chart and markers

THE BASICS OF COMMUNICATION

Every time you communicate, there must be a SENDER, a RECEIVER and a MESSAGE.

SENDER-- > --> -->MESSAGE--> --> -->RECEIVER

Is it possible to communicate by reading the information on this page?_____

Who is the SENDER?_____

Who is the RECEIVER?_____

What is the MESSAGE?_____

_____

Is it possible to send a MESSAGE without using words?_____

If there are no words, what is the MESSAGE?_____

_____

How is the MESSAGE sent?_____

ACTIVITY #4: *BODY LANGUAGE*

PURPOSE:

This exercise explains what body language is and lets the group practice sending messages without using words.

GROUP LEADER'S NOTES:

We communicate not only with words but also with volume, pitch, tone and with body movements. Research has shown that the impact of our messages are as follows:

7% - words
38% - volume, pitch & tone
55% - body movement [1]

If the words that you use in communicating are important, the manner and the style of delivery are even more important.

Before the session, clip the FACIAL EXPRESSIONS AND GESTURES handout, making small slips of paper.

Ask each group member to select one of the FACIAL EXPRESSIONS slips of paper. Instruct them to one at a time demonstrate the facial expression written on the slip of paper. The rest of the group must guess the type of expression demonstrated.. They may not use gestures, hand or arm movements, in their demonstrations.

Process this portion of the activity. Was it easy or hard to guess correctly? Were some facial expressions harder to demonstrate than others? Why?

Repeat the exercise using the GESTURE slips. Hand movements, body movements & facial expressions may be used.

Process.

Point out that some gestures do not have a universal meaning. "The 'OK' hand gesture, often used by Americans to indicate that all is well, means 'you are worthless' in France and is considered obscene in Brazil, Greece and the Soviet Union. And the 'thumbs up' sign is offensive in Australia."2

Ask the group how important they think body language is. Point out that over half of the message comes from body language. Ask group members to use body language to communicate the following:

- I've got it together.
- I want this job.
- What you have to say is important to me.
- What you have to say means nothing to me.
- I'm hot stuff.

Ask the group how body language could help them or hurt them in getting jobs, renting apartments, making friends, and generally getting what they want.

Trigger Tape

Title: *Talking Without Words*

Purpose: To illustrate what is communicated without words, i.e. the meaning of body language or non-verbal communication.

Questions to Discuss:

1. What are the players "saying" with gestures, facial expressions, body posture?
2. What emotions are being communicated in this scene?
3. Why is so much of the message we send communicated non-verbally?
4. Can our non-verbal message be ambivalent?

1 McKay, Matthew et. al, *Messages: The Communication Skills Book.* California: New Harbinger Publications, 1985, p.59.

2 "Protocol Gets Careful Review for Track Event", *USA Today,* 1/12/87.

FACIAL EXPRESSION	GESTURES
Bored	Everything's O.K.
Tired	Come on
Angry	Stop
Pleased	That's enough
Sad	Tell me more
Confused	Wait a minute
Excited	Go away
Sorry	That's no good

ACTIVITY #5: *GOOD LISTENING*

PURPOSE:

To illustrate how body language is used by the receiver to let the sender know that she/ he is listening.
To demonstrate good listening skills.

GROUP LEADER'S NOTES:

Write the following on the flip chart:

- *Eye Contact*
- *Lean Forward Slightly*
- *Nod Occasionally*

Point out that a receiver can use body language like that mentioned earlier to let the sender know that he/she is listening.

Replay the role-play situation #4 in Activity 3: Communicating, located on page14 of this session. Ask the group to evaluate your body language. Was there eye contact, did the receiver lean forward, nod occasionally? What words did the receiver use to let the sender know that he/she was listening?

Add to the list on the flip chart:

- *Asks questions to better understand*
- *Restates what the sender has said*

Point out, if not already illustrated in the role-play, that the receiver can ask questions and sum up what the sender has said to let him/her know that he/she is listening.

Ask for another volunteer to participate in a role-play. Explain that in this role-play the volunteer can stop at any time and ask for help from the group. Remind the group of the good listening skills listed on the flip chart.

Role-play a job interview. You are the employer. Your volunteer is applying for a job. You are reviewing his/her application and asking interview questions.

NOTE: The co-leader not involved in the role-play should make sure to encourage the group to offer support and suggestions if the volunteer has difficulty in the role.

Critique the role-play using the good listening skills on the flip chart. Ask for other volunteers to role-play. Repeat the process.

MATERIALS NEEDED:

Flip Chart and markers

ACTIVITY #6: *SENDING EFFECTIVE MESSAGES*

PURPOSE:

To help youth see the effect that messages have on the receiver and ultimately on the sender. To evaluate the effects of different messages for the same situation.

GROUP LEADER'S NOTES:

Point out that the group has been focusing on the job of the receiver. Direct them to look at the job of the sender.

Let the group listen to the following examples that you have prerecorded on any portable tape recorder.

Example 1: You never put your shoes away or hang up your coat! You are a real slob!

Example 2: You usually leave your coat and shoes in the living room. It makes me think that you really don't care about how our apartment looks. I get really irritated when I come home and see your stuff everywhere. I want you to remember to hang up your coat and take your shoes upstairs.

Ask the group the following:

How would you react to the first example?

Would you react any differently to the second message? Why or why not?

What was different in the two messages? What results do you think the sender was looking for? Which message do you think will get that result?

Is there something else that you could say that would get the room cleaned up without making either you or your roommate angry?

Replay the messages if necessary.

Develop some examples of your own to help the group understand the difference between "you" statements and "I" statements. "You" statements often put people on the defensive and make them angry. They incorporate observations and opinions only. "I" statements are usually less threatening. They incorporate observations, thoughts, feelings and needs. You are more likely to get what you want using "I" statements.

Review the GOOD MESSAGES handout.

MATERIALS NEEDED:

Tape player

Pre-recorded tape

GOOD MESSAGES (Participant's Guide page 2)

USE THE FOLLOWING AS A GUIDE FOR SENDING GOOD MESSAGES

GOOD MESSAGES SHOULD BE:

- Direct
- Clear
- Truthful
- Supportive

GOOD MESSAGES EXPRESS:

- What you See
- What You are Thinking
- What You are Feeling
- What You Want to Have Happen

ACTIVITY #7: *PRACTICING EFFECTIVE MESSAGES*

PURPOSE:

This activity allows group members to practice sending effective messages.

GROUP LEADER'S NOTES:

As a group, read the situations on the PRACTICING MESSAGES handout.

Evaluate each situation first:
What do you think the speaker was thinking and feeling?
What do you think that the speaker wanted to have happen?
Do you think the speaker's message got them what they wanted? Why or why not?

Then think of what the speaker could have said. Evaluate the alternative messages.

MATERIALS NEEDED:

PRACTICING MESSAGES (Participants Guide page 3)

PRACTICING MESSAGES

When we are angry, hurt or up-tight, we sometimes say things we don't really mean or wish we hadn't said. Look at the following situations. What else could you say in each situation? Think about what it takes to send good messages.

SITUATION #1
Your boss tells you that you have to work overtime. You had planned to go to your girl/boy friend's choral concert at school. Now it looks like you will be lucky if you get there in time for the reception. Your boss asks you how you felt about being asked to work overtime.

You say, "Look. I'm here, aren't I?"

What else could you say?_____

_____

_____

SITUATION #2
You have company coming in 10 minutes. You're feeling anxious because you want everything to be just right. Your sister is trying to help by sweeping the floor, but she is taking forever.

You snatch the broom out of her hands and say, "Move out of the way. Let me do that."

What else could you say?_____

_____

_____

SITUATION #3
You have been waiting for your boy/girl friend for 30 minutes. Now you are late for the movie. You'll either miss seeing the first part of the movie or not be able to get a ticket at all.

You say impatiently,"You're never on time."

What else could you say?_____

_____

_____

ACTIVITY #8: *ROADBLOCKS TO COMMUNICATION*

PURPOSE:

To identify roadblocks to communication.
To recall personal examples of roadblocks.

GROUP LEADER'S NOTES:

Point out that the group has been trying to show good methods of communicating in the role-plays and that all communication does not turn out as it was intended.

Ask the group if they can identify roadblocks to good communication. (Reasons why people don't sent good messages and reasons why people don't hear or understand good messages when they are sent.) If they have difficulty with this question, remind them of the role-plays that you and the co-leader did in Activity #3.

List the roadblocks on the flip chart. The list might look something like this:

- Message is not clear
- Too many distractions
- The receiver is too tired to listen
- People involved are too angry, irritated or upset

Ask the group if they have ever been in situations where someone did not understand what they were trying to say. Ask for examples. How did it feel? What happened? What did you do? What could you do?

Ask how many in the group have had work experience.

Point out that the next session will focus on communicating on the job.

MATERIALS NEEDED:

Flip chart and markers

SESSION 2

LET'S TALK ABOUT WORK AND CAREERS

SESSION 2

LET'S TALK ABOUT WORK AND CAREERS

SESSION OBJECTIVES:

At the conclusion of this session, the participants will be able to:

1. Identify 2 types of people with whom they will communicate on the job and 3 methods of communication.
2. Explain the importance of not making assumptions when giving or receiving directions.
3. Describe 1 technique for responding to criticism.
4. Demonstrate handling critics on the phone.

ACTIVITY #9: *REVIEWING COMMUNICATION ON THE JOB*

PURPOSE:

To encourage youth to share career goals and prior work experience. To help group members identify different types of people with whom they will have to communicate on the job.

GROUP LEADER'S NOTES:

Ask those group members who have had work experience to tell the group about the job, and the kinds of people that they communicated with on the job.

Ask each person in the group to identify the jobs that they are interested in either now or later.

For each job type, ask the group to identify all the types of people (clients, co-workers, supervisors, etc.) with whom they might need to communicate. List on the flip chart.

Ask the group to list the methods or mode of communication. (telephone, face-to-face, memos, etc.) List on the flip chart.

Ask the group to identify the type of people and the mode of communication that they are most comfortable with. Which are they least comfortable with? Why?

MATERIALS NEEDED:

Flip Chart and markers

ACTIVITY #10: *GIVING DIRECTIONS*

PURPOSE:

To illustrate that a task is sometimes harder than it looks.
To emphasize the importance of being complete and thorough when giving directions.
To highlight the importance of not making assumptions.

GROUP LEADER'S NOTES:

Point out that we are expected to follow directions and we may even be asked to give directions.

Place a coat on the floor or table and ask for a volunteer to instruct the group leader on how to put the coat on. The volunteer can use words only. He/ she cannot use gestures; demonstrate how the coat is to be put on; or help you put the coat on.

Tape record the instructions that the volunteer gives.

Put on the coat as instructed by the volunteer.

After the coat is on, ask the group to provide feedback to the volunteer who gave the instructions. Were they complete and thorough? Did the volunteer get the desired result?

Now, replay the instructions that you tape recorded. Follow the instructions, but act as if you have never seen a coat before. (For example, when told to pick up the coat, pick it up by the hem. When told to put your arm in the sleeve, stick your hand in the pocket.) The coat should go any place but on correctly.

Discussion questions:

1. *What was different the second time?*
2. *What do you think went wrong?*
3. *Do we make similar mistakes when we communicate with people?*
4. *Was anyone frustrated or upset by the second results? Why?*
5. *Could something like this (i.e. totally misunderstanding obvious directions) ever happen on a job? Give an example.*
6. *Can you see how an employer could get frustrated by an employee who couldn't follow directions?*
7. *What could you do if you were given directions that you didn't understand?*

MATERIALS NEEDED:

Coat or jacket
Tape recorder and tape

ACTIVITY #11: *DEALING WITH CRITICISM*

PURPOSE:

This exercise presents tips for handling criticism in a work setting.

GROUP LEADER'S NOTES:

Ask the group to write down the one thing that they would least like to be told by a client or customer, a co-worker, or a boss. Would they consider this criticism? What is criticism?

Ask the group how they would react if the boss, a co-worker, or a customer/client criticized them. Record their responses on the flip chart. Their responses might include:

- turning red
- blowing up
- becoming silent
- crying
- leaving the room

Ask the group to identify the disadvantages of reacting in any of these ways. (you have displayed an area of sensitivity that may be used against you later on, you have missed hearing what the critic said and therefore cannot benefit from this information, etc.)

Ask the group if they have difficulty dealing with criticism on the job or at school. How have they constructively dealt with criticism in the past?

Review with the group TIPS FOR DEALING WITH CRITICISM. Go through each item on the list and explain or demonstrate. Tips 3,4, and 5 may be best demonstrated by role-play. You may want to role-play in front of the group or roleplay in advance and videotape. Share the following information:

1. **Don't respond immediately.**
   Compose yourself, take a deep breath, think about what has been said.

2. **Don't take the criticism personally.**
   You may not even be personally responsible.

3. **If the critic is right, admit it.**
   Don't make excuses. You don't have to explain yourself.

   Critic -"You're handwriting is awful!"

   You - "You're right. It is pretty hard to read."

4. **If the critic is not right or is intentionally trying to upset you, find something in what she/he said with which you can agree. It is hard to continue to criticize someone who is agreeing with you.**

Critic - "How can you work with that music blaring so loudly? You must be deaf."

You - "You're right, I like loud music when I work."

or

Critic - "How can you work with that music blaring so loudly? You must be deaf."

You - "You could be right about the music affecting my hearing."

or

Critic - "How can you work with that music blaring so loudly? You must be deaf."

You - "You're right. If a person listens to loud music all the time, it could affect their hearing."

5. **If you don't understand the criticism, ask the critic to explain.**

Critic - "You always come to work wearing those ear phones, listening to the radio."

You - "What is it about my listening to the radio that bothers you?"

Asking for clarification helps you to find out what is really wrong and what the critic wants you to do about it. For example, your critic may want to have someone to talk to but can't because you're wearing ear phones and can't hear him.

MATERIALS NEEDED:

Flip Chart and markers
TIPS FOR DEALING WITH CRITICISM (Participant's Guide page 4)

TIPS FOR DEALING WITH CRITICISM

It's not easy to take criticism. But everyone receives criticism from time to time. Expect it when you start working. You may receive criticism from your boss, your customers, or your co-workers. Sometimes you will even be criticized for things that you didn't do. Here are some tips for dealing with criticism.

1. Don't respond immediately.
   Compose yourself, take a deep breath, think about what has been said.

2. Don't take the criticism personally.
   You may not even be personally responsible.

3. If the critic is right, admit it.
   Don't make excuses. You don't have to explain yourself.

4. If the critic is not right or is intentionally trying to upset you, try to find something in what she/he said that you can agree with.
   Agreeing with the critic makes it harder for him/her to criticize.

5. If you don't understand the criticism, ask for more information.

ACTIVITY #12: *PRACTICING HANDLING CRITICS*

PURPOSE:

This activity allows group members to practice using the techniques for handling criticism.

GROUP LEADER'S NOTES:

Ask the group to practice the techniques for dealing with critics by completing the RESPONDING TO CRITICS exercise.

The exercise may be done individually or in pairs. It may also be done orally as a group.

Ask the group to share criticisms that they have heard on the job or at school. Record these on a flip chart and come up with responses using the TIPS handout as a guide. Have one or two criticisms that you have thought of to share with the group.

Process the exercise. Was it hard to come up with responses? Why or why not?

Encourage the group to practice these techniques at home, at school and at work. The next time a group member makes a criticism or relates one have the group practice the techniques learned in this session.

MATERIALS NEEDED:

RESPONDING TO THE CRITIC (Participant's Guide page 5)

Trigger Tape

Title: *Ouch! That Hurt! Dealing with Criticism*

Purpose: To illustrate different ways of handling criticism.

Questions to Discuss:

1. Which players in this scene do you identify with?

2. What is fair fighting? Is name-calling fair?

3. Is it possible to avoid conflict?

4. Are you a "wimp" if you agree with someone who's criticizing you?

RESPONDING TO THE CRITIC

Write responses to each criticism. Prepare responses that either agree with the critic, partially agree, and that ask for more information.

1. A co-worker says to you, "You've got to do everything just right. It takes you twice as long as anyone else to finish a job!"

2. A co-worker says to you, "You're doing that job all wrong! Didn't anyone teach you new people the right way to do things?"

3. Your boss says to you, "You're giving out too many packages of ketchup with each order of french fries. Those things cost me money. I've told you before, one package per customer!"

4. Your customer says to you, "That's the second time that I've had to ask for two packages of ketchup. Are you a cheapskate or something?"

5. Your co-worker says, "You must be trying to make points with the boss. You're always asking his opinion, asking him to check your work and volunteering to take new assignments."

ACTIVITY #13: *THE ANGRY CALLER*

PURPOSE:

To practice dealing with a critic on the telephone.
To help youth not comfortable in using the telephone as a business tool become more at ease.

GROUP LEADER'S NOTES:

Find out how many group members think that they will use a telephone in their work. In what way will they need to use the phone? (receiving customer calls, calling co-workers, giving instructions, calling customers or other business people) Point out that most people find it necessary to conduct business over the phone and it will probably be necessary to use a phone on the job.

Ask how using the phone at work is different than using the phone at home. Point out the difference in the equipment itself. Bring in a business phone with several outside lines and intercom to show to the group. If possible, demonstrate the use of this phone.

If the group is inexperienced in this area, spend more time with the basics of using a phone in business. Do the following:

Ask the group how a business phone should be answered.
Point out the importance of speaking clearly, loudly, precisely and politely.
Have group members demonstrate answering the phone for a local company.

Role play a telephone conversation between a customer and a desk clerk using the ROLE PLAY INFORMATION handout. Do not let the clerk see the customer information in advance of the role play.

If possible, use real phones in different rooms with one telephone connected to a speaker phone so that everyone can hear the exchange.

Discussion questions:

1. *Is it harder dealing with a critic when you can't see them? Why or why not?*
2. *Who was the critic angry with? Should realizing that the critic is mad with the company and not the clerk make the clerk feel differently? Why or why not?*
3. *Has anyone had something like this happen at work? At home? At school?*

MATERIALS NEEDED:

Flip Chart and markers
Telephone(s)
THE ANGRY CALLER (Participant's Guide page 6)

THE ANGRY CALLER: ROLE PLAY INFORMATION

There are always two sides to every situation. Read the following and ask someone to roleplay this situation with you. Play the part of the clerk first, then play the part of the customer.

CUSTOMER:

You are a customer of El Cheapo Foto Finishing Co. You mailed two rolls of your vacation film to El Cheapo over a month ago to be developed. Their advertisement said fast service and you don't think 4 weeks is very fast. Worse yet, when the pictures came back, one set had streaks all over them and the other set were not even yours. You want El Cheapo to find your lost pictures, reprint the ruined pictures and give you two free rolls of film for your inconvenience.

You start out calm but become more upset and angry as the conversation progresses. Do not let the clerk off the hook. Press the clerk to agree to your demands.

CLERK:

You happen to be working the desk when the telephone call comes in from an angry customer. You are aware that El Cheapo advertises fast service and in fact, is usually slow in getting orders out because of the heavy work load. You normally do not answer the phones but the regular person is out sick. Your supervisor told you to call him if there were any problems. But he is not in his office and you don't know where he is.

Remember to be polite. Don't lose your cool.

Session 3

Let's Talk with Your Family

SESSION 3

LET'S TALK WITH YOUR FAMILY

SESSION OBJECTIVES:

At the conclusion of this session participants will be able to:

1. Demonstrate 1 method for practicing how to solve family communication problems.
2. Identify 2 of their own basic beliefs about families.
3. Name 3 healthy rules for family communication.

ACTIVITY #14: *WHO & WHAT WE ARE*

PURPOSE:

This activity is intended to help group members think of who they are in relation to their families.

GROUP LEADER'S NOTES:

Distribute pads of paper (with at least 5 sheets each) to each group member. Group member will use these pads to record their responses to questions.

As this exercise proceeds, record the answers from the group on a sheet of flip chart paper or newsprint. After each question and set of responses, tape the sheets of paper around the room.

1. *WHO WE ARE*

   A. Ask each individual to write down their response(s) to the following question:

      Who are you in relation to your family? The Group Leader might have to give a few examples such as:

      EXAMPLES: oldest son, youngest daughter, only child, 1 of 4 children, etc. (participant can have more than 1 answer, e.g., 1 of 4 children and only boy; 1 of 3 children, middle child.)

B. Go around the room and ask each individual for their answers, and at the same time OR after everyone has given their response(s), ask the question: What does this mean to you?

Do you think people expect more from an only child? The oldest child? The youngest?

2. *WHAT WE ARE CALLED*

A. Ask the group to write down what some of the different names/nicknames family members use for them.

- Shortening: Patricia - Pat, Patti,
  William - Willie, Bill, Billie
- Nicknames: Runt, Mug, Buddy, Buster, Kid

B. Go around to each person and ask them for their answers, and at the same time OR after everyone has given their responses, pose the question: What does this mean to you?

Are you named after someone and thus, expected to be like him or her? Does your nickname make you uncomfortable?

3. *FAMILY BELIEFS*

A. Ask the group to make a list on the paper of their beliefs about families.

EXAMPLES: "Families should get along."
"Families are the only ones who know you."
"Families should be happy."

B. Ask for volunteers to share their answers.

4. *WHO LIVES WITH YOU?*

A. Ask the group to list who they live with in their present living situation.

EXAMPLES: Foster family - mother, father, two foster brothers.
Group home - 6 other residents (all male) and two sets of group home parents.
"My family" - (Biological) mother, stepfather, 2 brothers and 3 sisters.

B. Ask for volunteers to share with the group.

5. *WHAT DO THE INDIVIDUALS YOU LIVE WITH DO FOR YOU?*

A. Ask the group to answer this question by making a list of those things the individuals they live with do for them that are HELPFUL. They do NOT have to list the individual who does it, but rather just the task or activity or action.

B. After they have taken a few minutes to make their lists, have them make a second list. This list should contain those things the people they live with do that are NOT HELPFUL.

C. After they have taken a few minutes to make the second list have each person rank in order the things on both lists.

EXAMPLE: HELPFUL
From most to least helpful
#2 Give me things.
#5 Provides food.
#4 Talks with me.
#1 Loves me.
#3 Gives me cigarettes.

NOT HELPFUL
From worst to least helpful
#2 Stops me from doing things.
#5 Yells at me.
#4 Takes my stuff.
#1 Won't let me stay out past 10 p.m.
#3 Takes my money.

D. Ask for volunteers to give their top 1,2, or 3 most HELPFUL things. Write these on newsprint, detach and tape to the wall.

E. Next, ask for the top 1 or 2 "NOT HELPFUL" (worst) things. List these on the newsprint for discussion.

F. After the list has been drawn up ask the group to help brainstorm: WHAT ARE POSSIBLE WAYS TO DEAL WITH EACH OF THESE "NOT HELPFUL" ISSUES?
What might we say to this person? or to these people?
What might we do to this person? or to these people?

EXAMPLE: Won't let me stay out past 10 p.m.

Solutions: Discussing a plan to allow for at least occasional times when you could stay out later. For instance: Separating weekends from weeknights and doing special tasks to earn an extra 1/2 hour or hour to stay out beyond 10 p.m. on weekends.

MATERIALS NEEDED:

Pads of Paper (5 sheets per person)
Flip chart or newsprint and markers
Tape
Video Tape player

Trigger Tape

Title: *Help: Giving and Getting it*

Purpose: To illustrate how friends and family members could be helpful.

Questions to Discuss:

1. Describe a time you helped/got help from a brother or sister.
2. Is it easy/hard to ask for help? Give reasons.

ACTIVITY #15: *FAMILY COMMUNICATION*

PURPOSE:

To assist adolescents in learning to express feelings, thoughts, and wishes to others within the family unit. The biological family unit as well as the foster or other out-of-home care family unit will be the focus for the activities.

GROUP LEADER'S NOTES:

Ask the group by a show of hands and a short discussion, the following questions:

- *How many of you would like to continue to see your biological mother, father, brothers, sisters, grandparents, etc.?*
- *How comfortable do you feel asking them for help? Money?*
- *How easy/difficult is it to resolve conflicts with your family members?*

For those of you living in foster care situations:

- *How many of you would like to continue to see your foster parents after you leave their home?*
- *How do you presently feel about asking for help from them? What about after you leave their home?*
- *Do you discuss/talk about your present and/or future plans with them?*
- *When you go out do you let them know where you are going? If those plans change or you are late getting in, do you call them or in some way let them know of the change(s)?*
- *How easy/difficult is it to resolve conflicts with members of your foster family?*

ACTIVITY #16: *FAMILY RELATIONS*

PURPOSE:

This activity allows for discussion on family relations and continues from the previous exercise. Youth will be encouraged to examine those things that may irritate other members of a family and begin to identify family "rules".

GROUP LEADER'S NOTES:

A. Make the following statement and ask the group: Because of what we have been discussing, would knowing the things that set family members on edge, be good ways to anticipate how people will react both in a HELPFUL and NOT HELPFUL manner?

"In most families there are times when the adults get into arguments and family members get out of control. What are the issues in your family that will set people on edge? In other words, what gets people upset?"

B. On NEWSPRINT list those things the group comes up with.

Tell the group the following:

At times we aggravate a situation by "pushing the wrong buttons;" those which are harmful to good, positive, helpful communications within our families.

We must learn to communicate on a positive basis, problem-solve, and let people know when things are not going well.

Families in general, and each person within a family unit, get into difficulty when individual family members are prohibited from expressing certain feelings, needs or awarenesses. We need to learn to share important parts of our thoughts and experiences with other family members.

C. Give out the HEALTHY FAMILY RULES handout at this time and have a group discussion of each area.

MATERIALS NEEDED:

HEALTHY FAMILY RULES (Participant's Guide page 7)
Newsprint and markers
Videotape player

Trigger Tape

Title: *Family Rules: Some Don't Work*

Purpose: To illustrate family interactions that are unproductive for all concerned

Questions to Discuss:

1. What family rules are illustrated?
2. Is this household democratic? Why or why not?
3. Can you write a script for healthy rules?

HEALTHY FAMILY RULES

Communicating with your family may not always be easy. Here are some examples of healthy rules for family communication.

1. Ask for help.
2. Talk about your hopes and dreams.
3. Express anger at your parents.
4. Seek acknowledgment or recognition for work.
5. Ask for emotional support.
6. Show that you've been hurt.
7. Show your emotional pain.
8. Talk about your sexual needs or feelings.
9. Notice or comment on mistakes or problems.
10. Voice disagreement or bring conflicts into the open.
11. Directly express your anger at other family members.
12. Express fears and anxieties.
13. Show affection.
14. Ask for attention.

If it is okay to do any or all of the above you and your family will have a greater degree of success in communicating.

To survive in a family you have to follow the rules. But, you must also let people know when you are upset by those rules and discuss ways of becoming less upset.

Activity 16

ACTIVITY #17: *ROLE PLAY SITUATIONS*

PURPOSE:

This exercise gives group members an opportunity to think through family situations and to discuss new methods of handling some of those situations.

GROUP LEADER'S NOTES:

This activity may be carried out in several ways:

1. One-on-one with youth writing their answers,
2. General group discussion, or
3. Acted-out role plays.

The latter method will provide the most effective learning environment. If role-plays are employed, the trainer should establish some basic ground rules.

Role Play Rules

If you are observing the role play and want to comment:

1. You cannot criticize what someone says.
2. Your comments about what is happening must come from you as part of the role play. Example: if you think something else should be said, you must assume that part and say it as if you were in the role play.

MATERIALS NEEDED:

COMMUNICATING WITH THE FAMILY (Participant's Guide page 8)

COMMUNICATING WITH THE FAMILY

The following are situations that might happen with famly members. Read through each situation and think about new ways of handling each one.

#1. You and your brother, who is a year older than you, share the same room and closet. He keeps taking your favorite sweater, so that when you want to wear it, it is either dirty or not there. It is 9 p.m. and you are both in the room. Talk to him about the problem with the sweater.

#2. Your foster parents are making you save all of your pay check from your restaurant job minus $10.00 you are allowed to keep for odds and ends. You feel that you should have much more of it to spend. How can you prepare to discuss this with them? Now, discuss it with them.

#3. You are 16 and you feel your boyfriend is pressuring you to have sex. You need to talk to someone. Your mother has not really been very open about this issue. You both arrive home at the same time (4 p.m.) and no one else is home. What do you say to her about this subject?

#4 When you reached 18 you told your mom that you were going to college, she said, "How are you going to do that? You don't have any money. Besides you'll never make it through college. I'm not going to help you." What is your response?

SESSION 4

LET'S TALK ABOUT SHOPPING & GETTING AROUND

SESSION 4

LET'S TALK ABOUT SHOPPING & GETTING AROUND

SESSION OBJECTIVES:

At the conclusion of this session, the participants will be able to:

1. Recognize when the time is right to successfully negotiate.
2. Explain how to negotiate for a purchase.
3. Ask for information from a variety of people.
4. Plan a trip using public transportation.
5. Make a trip with a partner on public transportation.

ACTIVITY #18: *THE ART OF NEGOTIATION*

PURPOSE:

This exercise introduces the concept of negotiation. The group should gain some understanding of the basics involved in negotiating.

GROUP LEADER'S NOTES:

Ask the group if anyone has ever tried bargaining or negotiating for a product.

Explain what bargaining is. Explain that in some countries it is the accepted method of buying things. In some countries, it is not expected that the consumer will pay the amount on the price tag. The tag price is merely the place at which the bargaining or negotiating begins.

Ask the group if they aware of any circumstances or situations when bargaining or negotiating is an acceptable method of arriving at a purchase price. Would it be acceptable to bargain in the grocery store? The drug store? The farmer's market? A car dealership? A back yard sale? Why do you think bargaining is acceptable in some places and not in others?

Point out that there are three important keys to good negotiation: Power, Time and Data.

Power - Must be flexible, willing to consider all the options, not limited to a particular outcome, for example: must have a 2-door car that is red with vinyl interior.

Time - Must not be in a hurry, willing to wait.

Data - Must know what you are bargaining for, what the real value is, know what the situation is, for example the car dealership has overstocked a particular model car that is not selling and a shipment of new cars is due to arrive soon.
With this in mind, read WHEN TO NEGOTIATE out loud and discuss.

Make sure that group members understand all of the terms used in the situations (i.e. car sticker price)

Evaluate each situation in terms of who has the power, time and data.

MATERIALS NEEDED:

WHEN TO NEGOTIATE (Participant's Guide page 9)

WHEN TO NEGOTIATE

Negotiation is another form of communication. To be a good negotiator you must know what you are talking about and you must not be in a hurry. Negotiations takes time and patience. You must also be flexible. Negotiation requires give and take. Read each of the situations below and decide who will do the best job in negotiating for a car.

SITUATION 1

Thomas wrecked his car two days ago. It was a total loss. Now, Thomas has to buy a new car as soon as possible. He is a route salesman and his job depends on being able to drive to the customers. He knows that providing his own transportation is part of his job.

Thomas sees a used car advertised in the local paper. It's exactly the kind of car he needs but the price is too high. His buddy has one just like it and he knows it's basically a good car.

What chance do you think Thomas has of getting the owner of the car to reduce the price? Why?

SITUATION 2

Barbara is also in the market for a new car. The one that she has been driving has started to need a lot of repairs. Last week, her car broke down on the interstate highway five miles from the nearest exit. Fortunately, Barbara doesn't need her car in her job. She and her roommate car-pool to work and if necessary, she could ride the city bus.

Barbara has been anticipating the need of a new car for some time. She has been saving a small amount from her pay check every month to put towards the purchase of a new car. Barbara has also talked with personnel at her credit union to find out what it takes to qualify for a car loan. With the extra money that she has saved, the trade-in on her old car and a loan from the credit union, she will be able to buy her first brand new car.

Barbara has been looking at new cars and studying the *Consumer Reports Magazine*. She has decided on a two-door Vector 200 in red with vinyl interior, manual transmission, air conditioning, AM/FM radio and tape deck. Her friends have urged her to consider other cars but she is determined to buy this particular car with the options that she wants.

What chance does Barbara have of paying less than the sticker price? Is she in a good position to negotiate? Why?

SITUATION 3

Lee is planning to buy his first car. He has been saving his money for over two years to have enough to not only buy the car but also to pay for the insurance and the state and county licenses. He would really like to have a new car but he knows that he will only be able to afford a used car to begin with.

In anticipation of buying his car, Lee has been reading up on three, four and five-year-old cars. He has checked *Consumer Reports Buying Guide* and other magazines that specialize in automobiles. Lee has talked to the mechanic that his family uses and learned what to look for in a used car. The mechanic also agreed to check out any car that Lee might consider buying.

Although Lee would like to buy a car before he starts college in the fall, he is willing to wait for the right deal to come along.

Yesterday, Lee went by the Watkins Dealership and saw a car on the lot that he was really interested in. He thought the price was a little high considering the age of the car but the car is in great condition and has low mileage.

What chance do you think Lee has negotiating a lower price for the car? Why?

1. *Which of the three seems to know the most about the car that he/she is thinking about buying?*

2. *Which of the three has the most time to find the best deal?*

3. *Which of the three is the most willing to be the most flexible in selecting a car to buy?*

4. *Which of the three is best prepared to negotiate for a car?*

ACTIVITY#19: *HOW TO NEGOTIATE*

PURPOSE:

This exercise demonstrates the art of negotiation using the purchase of a car as an example.

GROUP LEADER'S NOTES:

Point out that there are four stages in negotiating.

1. Preparation (already discussed - power, time & data).
2. Discussion - when both you and the person that you are negotiating with have an opportunity to present information, thoughts, feelings and needs.
3. Proposal/ counter proposal - when an offer is made and reacted to.
4. Agreement / disagreement - when agreement is reached the negotiation is over; if disagreement is the outcome, the negotiation starts all over again.

Have the group read through and act out the play BUYING A USED CAR. Group members who do not have a part in the play are to identify when the last three stages of negotiation take place during the dialogue.

Discussion questions:

How had Tanya prepared herself for this negotiation?

Why did Tanya initially offer $350 less than what Fred had advertised in the paper?

What made Tanya know for sure that Fred was willing to take less than the asking price for his car?

Do you think that Tanya made a good deal? Why or why not?

Would you have handled the negotiations any differently?

Do you think it would be more difficult for a young woman, like Tanya, to negotiate for a car than it would be for a guy? Why or why not?

VARIATION: Videotape the play so that everyone can watch it again during the break.

MATERIALS NEEDED:

Flip chart and markers
BUYING A USED CAR (Participant's Guide page 11)
Video tape equipment (optional)

BUYING A USED CAR

Read the following play about negotiating for a used car

NARRATOR: Tanya wants to buy a reliable used car that gets good gas mileage and doesn't cost more than $2,000. After looking in the newspaper and talking to a mechanic, Tanya feels certain that she should be able to find a five-or-six-year old car for that amount of money. She will consider an older car if it has low mileage and is in good condition. Tanya is flexible about the make and model car but doesn't particularly want to pay for a lot of extras like an AM/FM tape deck or cruise control.

Tanya sees an ad in the paper for a five-year-old car for $2,200. She calls to get more information.

TANYA: I'm calling about the car advertised in Sunday's paper. Can you give me some more information about it?

FRED: Sure. Like the ad said, the car is five years old. It has 62,000 miles but it is in good running condition.

TANYA: What about the condition of the body and the tires?

FRED: Well, the car body is in pretty good condition but there is a small dent in the left front fender. That happened last winter in that big ice storm we had. The paint has faded some but that happens with most cars this color.

TANYA: What color is the car?

FRED: The exterior of the car is silver. The interior is blue. And it's in good shape. My wife drove the car most and she kept it looking nice. The tires are in fair condition.

FRED: Why don't you come over, take a look at the car and take it for a drive? My name is Fred Costa and I live over on Skillman Avenue. The house number is 201. First house on the left past the corner.

TANYA: Thanks, Mr. Costa. I would like to see the car. Will you be home around three today?

FRED: Sure.

TANYA: Good, I'll be there. Oh, by the way, my name is Tanya Moore.

NARRATOR: Notice that Tanya has not yet talked with Mr. Costa about price. Although the car was listed in the paper for more than Tanya was willing to pay, she suspects that Mr. Costa may be willing to take less for the car.

TANYA: You're right the car drives real well. It looks pretty good too. In fact, I like everything about it, but you're asking more than I'm prepared to pay for a car right now. How about $1,850?

FRED: (obviously not pleased) What? I can easily get $2,100 for this car!

TANYA: Although the car is in good condition, it is five years old, almost six. Most cars of this size and age are selling for less. Is there something more about this car that I don't know?

FRED: Well, for one thing my wife and I bought this car when it was new. We've kept the car serviced. See, here is the service record. (Fred reaches into the glove box to pull out the service information to show to Tanya.) When we bought the car, we had the dealer upgrade the radio and also install a stereo tape deck.

TANYA: (looking at the service record) Well, the car has been well maintained and that does make a difference in the life of a car. But I'm really not interested in the quality of the radio and I don't need a tape deck. How about $1,950?

FRED: I might be able to take off another $50 but $2,050 is as low as I can go.

TANYA: It looks like we can't come to any agreement because you want another $100 for the upgraded sound system. Why don't you take it out and sell me the car for $1,950.

FRED: (shaking his head) No, that's too much trouble. Let's split the difference. You can have the car and the stereo for $2,000.

TANYA: It's a deal! (reaches over and shakes Fred's hand)

ACTIVITY#20: *COLLECTING INFORMATION ON CARS*

PURPOSE:

This activity is intended to give group members experience in asking for information. The activity may be completed as a field trip or as a homework assignment.

GROUP LEADER'S NOTES:

Ask the group if anyone is thinking about buying or has bought his/her own car. If no one has, point out that this is a purchase that they will probably want to make when they are living on their own.

Ask the group what kind of information they would need to have before they bought a car. (for example, information about a specific car's performance, cost,etc.; information about insurance; information about licensing; information about financing).

Ask the group where they would get the necessary information. List on a flip chart and help the group expand the list if necessary.

Bring a copy of *Consumer Reports* that includes ratings of new or used cars. Make sure the group understands how to read the charts and understands what the symbols mean.

Assign group members the responsibility for collecting information on three cars of their choice. They may work in pairs or individually. The information is to be recorded on the CAR INFORMATION SHEET. Review the sheet with the group.

As a way of reviewing and making sure that group members are prepared for the assignment, ask different group members to tell you how they will get the information needed. Whenever their method of collecting information involves talking to someone, have them role play the interaction with you first. [Never assume that the young people in your group will be confident and comfortable in what would seem to be simple verbal exchanges.] Stress the importance of positive body language, tone, wording, and politeness. Remind them that the people they talk to may be people with whom they may one day want to do business.

VARIATIONS:

1. Field Trip - This exercise may be conducted as an all-day activity. Plan time at the beginning to review and time at the end to process what happened.

2. Home Work Assignment - This exercise may be completed over an extended period of time.

3. Scavenger Hunt - This activity can be turned into a game with prizes awarded. Ask a local community service group or business to help with the prizes.

Process the exercise. Did anyone have difficulty finding people willing to answer their questions? If so what did you do? How did you handle the situation?

MATERIALS NEEDED:

Flip Chart and markers
Consumer Reports Magazine or *Consumer Reports Buyer's Guide*
CAR INFORMATION SHEET (Participant's Guide page 13)
Newspaper Classified Section (more than one)
Telephone Book Yellow Pages (optional)
Map of the city or county (optional)
Bus routes for the city or county (optional)

CAR INFORMATION SHEET

Select three cars and begin to fill out as much as you can about them. Complete the information below for each car that you select.

	CAR #1	CAR #2	CAR #3
Make			
Model			
Year			
Price			
Features			
Condition			
Miles Per Gallon			

Activity 20

CONSUMER RATING

	CAR #1	CAR #2	CAR #3
Reliability			
Fuel economy			
Overall			
An Owner's Comments			
A Mechanic's Comments			
Insurance Rates			
Licensing Costs			

Activity 20

ACTIVITY#21: *PLANNING A TRIP USING PUBLIC TRANSPORTATION*

PURPOSE:

To give group members an opportunity to practice communication skills by asking for information.

To increase the group's knowledge of the public transportation available.

GROUP LEADER'S NOTES:

Ask the group to define the term public transportation and to give as many examples as they can of public transportation available in their communities. Record on the flip chart. If the group says that there are no forms of public transportation, ask how people without personal vehicles get around.

Expand the list by asking the group to identify all the forms of public transportation that they can think of. The list might look something like this:

bus
taxi
train
plane

Ask group members to indicate the forms of public transportation that they have used. Ask them to talk about their experiences. What was it like? Did they travel alone? How much did the trip cost? Would they travel this way again? Ask the group where they would have to go in their community, state or other state to find these forms of transportation?

Give the group the assignment of planning a trip which involves at least three different forms of public transportation. The group may work individually, in pairs or teams. You may decide the destinations for each or you may allow them to select. The trip should originate in their home communities and may be of any length that would permit the use of three different forms of public transportation.

As group members plan their trips, they must collect information for each mode of transportation on fares, times and locations of departure and arrival. The TRAVEL PLANNING WORK SHEET handout may be used to record this information. You may want to provide several copies. The final product should be an itinerary showing all travel information with dates, times, locations and carrier.

Prepare the group before they begin the process of planning their trips. Ask them who they will contact to get this information and what questions they will use. Let them know that airline personnel will ask

for the date of travel and will want to make reservations for them. Group members must give a specific date and time for travel but they must also be clear about the fact that they are only collecting information to use in making preliminary plans for a trip.

VARIATION: Give group members a set travel budget, time limitations, and a specific destination. (All different, of course.)

OPTIONAL: Ask a local travel agent to meet with the group. The travel agent could help explain travel terminology with which the group may not be familiar.

MATERIALS NEEDED:

Flip Chart and markers
TRAVEL PLANNING WORK SHEET (Participant's Guide page 15)
Telephone Book
Access to telephones

TRAVEL PLANNING WORK SHEET

Sometimes you will need to travel by public transportation. Plan a trip using at least three different forms of public transportation. Use the planning sheet below.

Place of Departure_____

Final Desination_____

FIRST CARRIER

Name _____ Type _____

Place of Departure _____

Date of Departure _____ Time of Departure _____

Estimated Time of Arrival_____

SECOND CARRIER

Name _____ Type _____

Place of Departure _____

Date of Departure _____Time of Departure _____

Estimated Time of Arrival _____

THIRD CARRIER

Name _____Type _____

Place of Departure _____

Date of Departure _____ Time of Departure _____

Estimated Time of Arrival _____

FOURTH CARRIER

Name_____ Type_____

Place of Departure _____

Date of Departure _____ Time of Departure _____

Estimated Time of Arrival _____

Activity 21

ACTIVITY #22: *TAKING A TRIP USING PUBLIC TRANSPORTATION*

PURPOSE:

To expose youth in rural settings to the kinds of public transportation that are commonly used in urban areas. To give youth the opportunity to travel on their own on public transportation systems.

GROUP LEADER'S NOTES:

This activity requires the entire group to be transported to the nearest town with a public bus system.

In planning for this trip, have a group member write the Transit Authority in the town to which you are going to ask for information regarding bus routes and times. Review these with the group before the field trip. Explain the method of payment and how transfers are handled.

Divide the group into pairs for the trip. Give each pair a destination to reach and a form of documentation to obtain as proof of arrival. (For example, the destination is the library. The documentation is an application for a library card.) Arrange for everyone to meet at a specified location at an agreed upon time. Make sure each group member knows the route to his/her destination and to the meeting place.

On the day of the trip, travel a short distance with the group to make sure every one is comfortable with this form of transportation.

VARIATION: You may want to recruit additional adult volunteers to assist with this activity. They may be necessary to help in transporting the group to town. They may also be necessary to accompany some pairs if any are reluctant to travel on the bus. If an adult accompanies the youth, his/her role should be that of observer. The adult should become involved only if there is trouble.

OPTIONAL: Plan to go out for pizza after everyone arrives at the meeting point.

MATERIALS NEEDED:

Bus map and route information (to be obtained by the group)
Bus tokens or money for bus fare

SESSION 5

LET'S TALK ABOUT YOUR COMMUNITY

SESSION 5

LET'S TALK ABOUT YOUR COMMUNITY

SESSION OBJECTIVES:

At the conclusion of this session participants will be able to:

1. Name at least 3 legitimate rights they have in respect to the community.
2. Name at least 3 community agencies which can help them during times of crisis.
3. Name at least 3 community programs which are available for leisure or recreation time activities.

ACTIVITY #23: *ASSUMPTIONS AND ALTERNATIVES*

PURPOSE:

To assist adolescents in learning to express feelings, thoughts, and wishes, in relationship to the community they will live in and to stand up for their legitimate rights within the community, without violating the rights of others.

GROUP LEADER'S NOTES:

1. Pass out the handout sheet ASSUMPTIONS. Group members should be instructed to answer TRUE or FALSE to each of the 18 statements on the handout.

2. After all group members are finished, pass out the handout sheet ALTERNATIVES. Instruct each youth to look at any question they answered as TRUE find the corresponding statement on the ALTERNATIVES handout and read that statement.

3. NOTE: The leader might want to start with Statement #1 on the ASSUMPTIONS handout and ask the group who answered TRUE to that statement. If one or more have answered TRUE, then proceed with a discussion of the ALTERNATIVES statement.

   Proceed in a like manner for the balance of the 18 statements.

4. SUMMARY POINTS: We learn many rules as a child that do not always apply when we become adults. When you become an adult you have choices about what you believe. You have alternatives.

(All ASSUMPTIONS are false as written on the handout sheet.)

5. DISCUSSION: Along with having many rights, adults also have community responsibilities. What are some community responsibilities?

MATERIALS NEEDED:

ASSUMPTIONS (Participant's Guide page 16)
ALTERNATIVES (Participant's Guide page 18)

ASSUMPTIONS

Our interactions with others are based on assumptions that we make. Read each of the following statements and decide if you think the assumption is true or false.

True__ False__ 1. It is selfish to put your needs before others' needs.

True__ False__ 2. It is shameful to make mistakes. You should have an appropriate response for every occasion.

True__ False__ 3. If you can't convince others that your feelings are reasonable, then your feelings must be wrong.

True__ False__ 4. You should respect the views of others, especially if they are in a position of authority. Keep your differences of opinion to yourself. Listen and learn.

True__ False__ 5. You should always try to be logical and consistent.

True__ False__ 6. You should be flexible and adjust. Others have good reasons for their actions and it's not polite to question them.

True__ False__ 7. You should never interrupt people. Asking questions reveals your stupidity to others.

True__ False__ 8. Things could get even worse, don't rock the boat.

True__ False__ 9. You shouldn't take up others' valuable time with your problems.

True__ False__ 10. People don't want to hear that you feel bad, so keep it to yourself.

True__ False__ 11. When someone takes the time to give you advice, you should take it very seriously. They are often right.

True__ False__ 12. Knowing that you did something well is its own reward. People don't like show-offs. Successful people are secretly disliked and envied. Be modest when complimented.

True__ False__ 13. You should always try to accommodate others. If you don't, they won't be there when you need them.

True__ False__ 14. Don't be anti-social. People are going to think you don't like them if you say you'd rather be alone instead of with them.

True__ False__ 15. You should always have a good reason for what you feel and do.

True__ False__ 16. When someone is in trouble, you should always help them.

True__ False__ 17. You should be sensitive to the needs and wishes of others, even when they are unable to tell you what they want.

True__ False__ 18. It's not nice to put people off. If questioned, give an answer.

Now compare your answers with the statements on the following list of ALTERNATIVES on the next page. You will find as an adult that the rules you learned as a child do not always apply.

This material is adapted from *Messages: The Communication Skills Book.* Matthew McKay, Martha Davis, and Patrick Fanning. California: New Harbinger Publications, 1985.

Activity 23

ALTERNATIVES

1. You have a right to put yourself first, sometimes.
2. You have a right to make mistakes.
3. You have a right to be the final judge of your feelings and accept them as legitimate.
4. You have a right to have your own opinions and convictions.
5. You have a right to change your mind or decide on a different course of action.
6. You have a right to protest any treatment or criticism that feels bad to you.
7. You have a right to interrupt in order to ask for clarification.
8. You have a right to negotiate for change.
9. You have a right to ask for help or emotional support.
10. You have a right to feel and express pain.
11. You have a right to ignore the advice of others.
12. You have a right to receive recognition for your work and achievements.
13. You have a right to say no.
14. You have a right to be alone, even if others would prefer your company.
15. You have a right not to have to justify yourself to others.
16. You have a right not to take responsibility for someone else's problem.
17. You have a right not to have to anticipate others' needs and wishes.
18. You have a right to choose not to respond to a situation.

This material is adapted from *Messages: The Communication Skills Book.* Matthew McKay, Martha Davis, and Patrick Fanning. California: New Harbinger Publications, 1985.

Activity 23

ACTIVITY #24: *COMMUNICATING IN THE COMMUNITY*

PURPOSE:

This exercise is intended to help group members think about themselves as a part of a community. As members of a community, they should be prepared to speak out on issues, help others, and know where to go for help for themselves.

GROUP LEADER'S NOTES:

1. Write COMMUNICATING IN THE COMMUNITY on the flip chart. Ask the group if they can identify what this means and when communicating in the community may become an important skill to have.

2. Share this definition or your own with the group.

   COMMUNICATING IN THE COMMUNITY means:

   - asking for things you have a right to as an adult person/citizen,
   - requesting help or assistance for daily living problems and crises,
   - speaking up for causes you believe in, and
   - speaking to groups or individuals about what you think should be occurring in your environment/ neighborhood/community.

3. Discuss the following:

   Have you or has anyone you know ever spoken out for a cause that is important to you? What was the cause? What skills did it take to speak out? Was it easy or hard?

   Have you or anyone you know ever spoken in front of a group about something that was important to you? If you could speak out on one thing right now that is happening in your neighborhood/ community/ school, what would it be?

   Have you or anyone you know ever requested help from a community organization? Which organization? Was it easy or hard? What skills did that require?

MATERIALS NEEDED:

Flip Chart and markers

ACTIVITY #25: *RIGHTS AND RESOURCES*

PURPOSE:

This is a brainstorming exercise intended to help youth think about their rights now and later, as they become adults. The exercise also helps youth identify all of the resources that are available to them in their communities.

GROUP LEADER'S NOTES:

Tell the group you want to talk about the first items under communicating in the community, those that talk about rights and resources.

Put the following questions on a flip chart and brainstorm possible answers.

BRAINSTORMING QUESTIONS:

1. Do you know your rights? What are some of the things in the community you have the right to use or inquire about that all other community members have use of?

EXAMPLES:
- To use the public pool or parks and recreation areas.
- To use public transportation.
- To have access to all public buildings and services.
- To not be discriminated against because of race, creed, or age.

2. Specifically, what rights do teens have? Will you have any more rights when you are 18 or 21?

(Be prepared with a list of additional rights that prevail locally, e.g., signing of leases, entering into contracts, etc.)

OPTIONAL: If a youth rights' booklet/pamphlet is available for the state or local area, distribute copies and discuss.

3. What community organizations might you request help from?

EXAMPLES:

Department of Social Services (Food Stamps, Medicaid, General Assistance, etc.)

Public Community Hospitals or Urgent Treatment Centers

Health Departments (Sexual Planning, Tests, Prosthetic Devices, etc.)

Community Mental Health Departments & local Family & Children Agencies (Counseling and Treatment)

Recreation/Parks Departments

Legal Aid/Public Defenders' Offices (Representation and Documentation)

Cooperative Extension Office/Agent (Information on Cooking, Parenting, etc.)

Church Groups (Food, Clothing, and Shelter)

Community Kitchens and Shelters (Food and Shelter on a temporary basis)

Law Enforcement Agencies (Protection)

Consumer Protection Groups (Protection against Product/Services Fraud)

Public Transportation Departments (Bus, Train, etc., information on scheduling and general availability of services)

State Employment Service (Job Openings, Aptitude & Vocational Testing, Training)

OPTION 1: If state or local resource directories are available, distribute and discuss. If such directories are not available, develop your own. (See Developing A Resource Directory)

OPTION 2: Use the yellow pages to look up telephone numbers and addresses. Look under government: city - county - federal in the telephone book.

MATERIALS NEEDED:

Flip chart and markers
Telephone Book Resource Directory (optional)
RIGHTS AND RESOURCES (Participant's Guide page 19)

RIGHTS AND RESOURCES

As a member of your community you should be prepared to speak out on issues that are important to you, help others and know where to go help yourself. How well do you know your rights and resources.?

1. List some of the things in your community that you and others have the right to make use of.

_____

_____

_____

2. What rights do teens have? Will you have any more rights when you are 18, or 21?

_____

_____

_____

3. What community organizations might you request help from?

_____

_____

_____

Activity 25

ACTIVITY#26: *COMMUNITY SCENARIOS*

PURPOSE:

This activity is a follow-up to the previous activity and allows the group to work on solutions to "real life" types of situations.

GROUP LEADER'S NOTES:

Divide the large group into smaller work groups of 3 or 4 persons. Mix good readers with limited readers.

Give out the COMMUNITY SCENARIOS handout. Instruct the small groups to discuss each situation and to work on finding solutions to the problems suggested in the COMMUNITY SCENARIOS handout.

1. You have been on your own for approximately 6 months. You were laid off three days ago because the company you worked for had decided to close an unprofitable assembly plant. Your budget does not allow you to be without income for more than a week or so. If you don't find a job, you will be in some difficulty.

What can you do? Who can you communicate with in the community for assistance?

EXAMPLES: State Employment Office
JTPA
Department for Social Services
Church Groups

2. You are walking down the street and trip and fall, badly injuring your arm. You don't have medical coverage and your money is very limited.

What can you do? Where can you go ?

EXAMPLES: Local Community Hospital (Person in admittance to assist those in financial need.)
Local Department of Social Insurance (Emergency Assistance)

3. You have just arrived in town from the Jones foster home. You want to try living with your mother for a little while before getting out on your own. You need a job and some assistance (you are 19-years-old)

Where do you start?

EXAMPLES: Department for Employment Services
Housing Authority (Waiting List for Housing)

Department for Social Services (Social Insurance)
Youth Services/Programs

4. For the last few weeks you have been very depressed. Everything seems to be going wrong. You are even feeling physically sick from worrying.

What can you do? Who can you turn to, even though you do not know anyone in the community at the present time?

EXAMPLES: Community Mental Health Center
Department for Social Services, Family Services
Youth Services/Programs (Activities, other youths recreation programs)

5. You are doing okay, but you have a lot of free time and there does not seem to be anything to do to fill those time periods. You know that if you don't stay busy, you'll start to hang out where you don't want to.

How can you find out what there is to do in this community?

EXAMPLES: Youth Services/Programs
Recreation Department
Teen Center

6. You bought a used car for $1000 last week. It is a lemon. The salesman was real convincing and he was able to get you financing with hardly any money down. You just found out you are paying a higher than normal interest rate and that the car needs a new transmission. When you called the salesman who sold you the car he stated that he had no responsibility for repairing it. You were also told you had a 90-day warranty at the time of the sale, but the salesman now denies saying that to you.

What can you do? Who might you contact?

EXAMPLES: Legal Aid Society/Neighborhood Legal Services
Better Business Bureau
Chamber of Commerce
Consumer Protection Group(s)

7. You and your girl/boy friend are starting to have a stronger relationship. You think sexual relations are just around the corner. You'd like some objective advice on what to do if you start sexual relations.

What can you do? Where might this information be available?

EXAMPLES: Health Department/Clinic
Planned Parenthood

8. You have been going to a teen center for about 4 months now. At first it was a good safe place to hang out, but two weeks ago a couple of guys got into a fight at the entrance to the center. The fight spilled over onto the sidewalk and a neighboring business's window was broken. Town Council members are now talking about cutting off funding to this facility, which would cause it to close. You and your friends are very upset.

What can you do?

EXAMPLES: Town Council Meeting/Hearing
Legal Aid/Services
Local Youth Support Group(s)

MATERIALS NEEDED:

COMMUNITY SCENARIOS (Participant's Guide page 20)

COMMUNITY SCENARIOS

Consider each of the situations below. What would you do? Where would you go in your community for help?

1. You have been on your own for approximately 6 months. You were laid off three days ago because the company you worked for had decided to close an unprofitable assembly plant. Your budget does not allow you to be without income for more than a week or so. If you don't find a job, you will be in some difficulty.

What can you do?_____

_____

Who can you communicate with in the community for assistance?_____

_____

2. You are walking down the street and trip and fall, badly injuring your arm. You don't have medical coverage and your money is very limited.

What can you do? _____

_____

Who can you go to?_____

_____

3. You have just arrived in town from the Jones' foster home. You want to try to live with your mother for a little while before getting out on your own. You need a job and some assistance (you are 19-years-old).

Where do you start?_____

_____

4. For the last few weeks you have been very depressed. Everything seems to be going wrong. You are even feeling physically sick from worrying.

What can you do?_____

_____

Who can you turn to, even though you do not know anyone in the community at the present time?_____

_____

5. You are doing okay, but you have a lot of free time and there does not seem to be anything to do to fill those time periods. You know that if you don't stay busy you'll start to hang out where you don't want to.

How can you find out what there is to do in this community? _____

_____

_____

6. You bought a used car for $1000 last week. It is a lemon. The salesman was real convincing and he was able to get you financing with hardly any money down. You just found out you are paying a higher than normal interest rate and that the car needs a new transmission. When you called the salesman who sold you the car, he stated that he had no responsibility for repairing it. You were also told you had a 90-day warranty at the time of the sale, but the salesman now denies saying that to you.

What can you do?_____

_____

Who might you contact?_____

_____

7. You and your girl/boy friend are starting to have a stronger relationship. You think sexual relations are just around the corner. You'd like some objective advice on what to do if you start sexual relations.

What can you do?_____

_____

Where might this information be available?_____

_____

8. You have been going to a teen center for about 4 months now. At first it seemed like a good safe place to hang out, but two weeks ago a couple of guys got into a fight at the entrance to the center. The fight spilled over onto the sidewalk and a neighboring business's window was broken. Town Council members are now talking about cutting off funding to this facility, which would cause it to close. You and your friends are very upset.

What can you do? _____

_____

ACTIVITY #27: *DEVELOPING YOUR OWN RESOURCE DIRECTORY*
(Optional)

PURPOSE:

To give the youth an opportunity to find out more about the resources in their communities.
To collect information and thus give youth a chance to practice their communication skills.

GROUP LEADER'S NOTES:

This activity may be completed over several weeks. The end product is a resource directory with enough copies for each group member to have his or her own. Allow time for typing and duplicating.

Divide the group into teams. Each team will be responsible for collecting information in one or more areas. Topic areas might include the following: (Adjust for your community).

1. Physical & Mental Health - Include all hospitals, clinics, health departments, note the specialties of each if there are any. Do not include all private physicians. But include a physician referral service if there is one.

2. Recreation - Include all free or inexpensive recreational areas or events, usually those sponsored by the county or city.

3. Transportation - Give basic information about city or county bus schedules and rates, taxi rates.

4. Security and Safety - Provide information about Police, Fire and Rescue Squad.

5. Employment - Include the public job service office, any other organizations that assist in job search or job training.

6. Education - Include all organizations, public and private, providing post-high school educational opportunities. Include GED programs and other Adult Education Programs, like basket weaving, that are offered by the public school system in the evenings.

If possible, bring copies of resource directories that have been developed for other communities so that everyone is familiar with the kind of information that is needed and the format for the directory.

Encourage youth to call agencies to find out what services they provide. The RESOURCE DIRECTORY WORK SHEET may be used to record notes. Provide assistance as necessary.

MATERIALS NEEDED:

RESOURCE DIRECTORY WORK SHEET (Participant's Guide page 23)
Resource Directory
Paper

RESOURCE DIRECTORY WORK SHEET

Find out more about six resources in your community. Use the following work sheets to record your information.

TOPIC _____

RESOURCE #1 _____

Address _____

_____

Phone _____

Description of resource _____

_____

_____

_____

_____

Is the resource free? Yes No. Explain_____

_____

RESOURCE #2 _____

Address _____

_____

Phone _____

Description of resource_____

_____

_____

_____

_____

Is the resource free? Yes No, Explain_____

_____

RESOURCE #3 _____

Address _____

_____

Phone _____

Description of resource_____

_____

_____

_____

_____

Is the resource free? Yes No, Explain _____

_____

RESOURCE #4 _____

Address _____

_____

_____

Phone _____

Description of resource _____

_____

_____

_____

_____

Is the resource free? Yes No, Explain_____

_____

RESOURCE #5 _____

Address _____

_____

Phone _____

Description of resource _____

_____

_____

_____

_____

Is the resource free? Yes No, Explain _____

_____

RESOURCE #6 _____

Address _____

_____

Phone _____

Description of resource _____

_____

_____

_____

_____

Is the resource free? Yes No, Explain _____

_____

Activity 27

SESSION 6

LET'S TALK ABOUT RECREATION

SESSION 6

LET'S TALK ABOUT RECREATION

SESSION OBJECTIVES:

At the conclusion of this session the participants will be able to:

1. Identify 3 leisure time activities available to them.
2. List 2 activities that could be done on weekdays for pleasure.
3. List 2 activities that could be done on weekends for pleasure.

ACTIVITY #28: *THINGS I CAN DO ALONE, WITH SOMEONE OR IN A GROUP*

PURPOSE:

To get adolescents to generate a list of activities that they can do to fill their leisure time.

To help adolescents find activities that they might not have thought of themselves or that they didn't realize were available in their communities.

GROUP LEADER'S NOTES:

Prior to the session, put together a list of activities that are possible within the local area (or greater area) where this session is being run. The list should include activities teens often do not think of on their own, e.g., fishing, skiing (downhill and cross-country), martial arts, hiking and other outdoor activities, dance classes, art classes, getting records and other materials from the library, etc.

Distribute 3 sheets of paper to the group. Ask each person to put three titles across the top of the first paper:

ACTIVITY WHERE WHEN

1. Ask group members to write down under ACTIVITY those things they can do *ALONE/INDIVIDUALLY* for fun or pleasure, WHERE they can do it (e.g., at the YMCA, a local park, library, movie theater, etc.), and WHEN can they do this (e.g. at night, on the weekends, sunny days, etc.).

2. After the group members have completed the first list, have them do a second list using the same headings (this should be done on a separate piece of paper). This time they should list those things that can be done for fun or pleasure *WITH JUST ONE OTHER PERSON* (e.g., movies, dancing, dating, walk in the park, etc.).

3. Finally on the last piece of paper they are to list those ACTIVITIES, etc. which can be done for fun or pleasure in a *GROUP* or as part of a group (e.g., baseball, football, having a party, concerts, attending sporting events).

4. Go through each of the three areas with the whole group by asking them to volunteer the information aloud and then record it on a flip chart . After a section is completed detach the flip chart sheet and tape it to the wall.

5. Process further by asking for more brainstorming in those areas that seem to have a limited number of activities listed. Also, try to make sure that there are activities for all leisure times of the week; weekdays and evenings, and weekend days and evenings.

MATERIALS NEEDED:

Flip Chart and markers
Tape
Paper (3 per participant)

ACTIVITY #29: *TO FOCUS, TO FOCUS!*

PURPOSE:

To get adolescents to pick an activity that they think they might enjoy for pleasure, but had not thought it was possible to do in their area or because the costs involved would make it prohibitive.

GROUP LEADER'S NOTES:

This section is a follow-up to the previous Exercise. Most youth have desires to try all kinds of neat activities but often think, because of their circumstances, that these activities are beyond their reach. This exercise is to stimulate the adolescent's thinking about not only those activities, but also, the ways that might be available that would allow them to actually do the activities.

1. Ask each person to write down those 2 or 3 leisure activities that are "DREAMS" for them to do. Some examples might be:
   Racing a car on a track.
   Parachuting.
   White water rafting.
   Taking Karate classes.
   Windsurfing.
   Art classes.
   Writing/hearing poetry.

2. After the participants have made their DREAM Sheet listing 2-3 activities, ask for them to volunteer the ideas so you can put them up on the newsprint. Next, lead the group through a short brainstorming session to see if any of these activities can be planned in the foreseeable future.

3. Try to make this as positive an experience as possible. The youth should be encouraged to try to stretch their thinking and come up with ways that might be successful to achieve their activity/goal.

4. Help the participants develop a short plan for trying out the ways generated by the group. This plan should be such that a report back to the group will be made the next time they meet, or over the next few times the group meets.

5. Additionally, look for other ways for youth to find new and different leisure activities throughout the life of the program.

MATERIALS NEEDED:

Flip Chart and markers
Paper

ACTIVITY #30: *ORGANIZING ACTIVITIES WITH FRIENDS*

PURPOSE:

To assist adolescents in developing a sense of control over their own lives in relationship to their leisure time activities. To portray, through real-life situations, basic problem-solving examples so that youth can practice the needed skills for managing their leisure time activities.

GROUP LEADER'S NOTES:

Explain that leisure activities often take a little bit of planning. If the activity is truly something you want to do, the planning can be fun and the means to a happy end.

1. Distribute the handout sheet PLANNING ACTIVITIES to the group. If the number of participants allows, small groups should be formed. If the number is insufficient to allow for this, a large group brainstorming /discussion should be held. The focus will be the situations listed on the handout.

2. Encourage the group(s) to generate as many alternatives as possible for each situation, then choose the best one and create a plan of action. Role plays could also enhance the learning experience for the participants.

MATERIALS NEEDED:

PLANNING ACTIVITIES (Participant's Guide page 26)

PLANNING ACTIVITIES

Meeting new people and spending time with your old friends may require planning, particularly when you and your friends have busy schedules. Consider each of the situations below and decide how you would overcome the problems involved.

SITUATION #1

Tom enjoys playing softball. With the onset of warmer weather, he has the urge to start playing softball on the weekends. He doesn't know of any teams around, nor are there any leagues in his area. What he would like is a kind of pick-up game that could occur on a sort of regular basis.

What can Tom do to achieve his goal of playing some softball? Develop a short-term plan for Tom.

_____

_____

_____

SITUATION #2

Kathy likes to swim a lot. Luckily, she has a car that gets her to the YWCA pool in the mornings before school. The real problem with this is that no one her age is there at that time of day. She would like to have someone her age to talk to before and after her swim and even for the drive to school.

What can Kathy do to solve her problem? How many solutions can you come up with?

_____

_____

_____

SITUATION #3

Richie has a friend named Tom. Tom's 19th birthday is in 2 weeks. Richie wants to get some of his and Tom's other friends together to celebrate.

What would you do if you were Richie? Where can you meet if you decide that is an option?

_____

_____

_____

SITUATION #4

Bob works hard all week at a plastics factory. His weekdays have gotten to be real boring. It seems as if all he does is get up, go to work, come home and eat dinner, drink a few beers, and fall asleep in front of the T.V. Everyone seems to be either studying for school, working, or doing the same as Bob.

What are some things Bob might do to get out of this rut?

_____

_____

_____

SITUATION #5

Mary has been in her own apartment for the last three months. She is really starting to feel at home and liking the apartment. What she finds missing is that she has to always go out to find people to talk to. She is already tired of "hanging" out every night. She has thoughts of having people over more, but can't decide how to do it.

What suggestions can you make for Mary?

_____

_____

_____

SITUATION #6

Mark is getting ready to live on his own. He has obtained an apartment in Tanner City and can move in 2 weeks. He presently lives with the Smiths in Danville, approximately 40 miles from Tanner City. Mr. Smith has been taking Mark back and forth to work when he goes to his own job. The problem for Mark is that when he finally settles in Tanner City he will be far away from his friends in Danville and will not have a car; at least not initially.

Where might he look to develop a network of friends when he gets to Tanner City? Could the Smiths be a resource?

ACTIVITY #31: *TALKING TO NEW PEOPLE*

PURPOSE:

This exercise is intended to help group members deal with anxiety about talking to new people.

GROUP LEADER'S NOTES:

Point out that many people are fearful or anxious about meeting new people and talking tc strangers. They are afraid that the other person will ignore them or reject them.

Ask group members to identify at least one person that they have felt or would feel anxious about talking to. Ask for a volunteer to share why he/ she might feel that way.

Ask if anyone has ever asked someone out for a date and been turned down or tried to start up a conversation with someone they found attractive and been ignored. How did it feel?

Show the Trigger Tape, "Talking To New People" and discuss.

MATERIALS NEEDED:

Videotape Player

Trigger Tape

Title: *Talking to New People*

Purpose: To show youth overcoming shyness and lack of confidence in social situations.

Questions to Discuss:

1. Can you recall a social situation when you felt like fading into the wallpaper? How did you learn to feel OK?

2. Why is meeting new people difficult sometimes? Why is it worth the effort?

Session 7

Let's Talk with Friends

SESSION 7

LET'S TALK WITH FRIENDS

SESSION OBJECTIVES:

At the conclusion of this session participants will be able to:

1. Identify 2 personal expectations about marriage.
2. Identify 1 method for resolving conflicts with friends.
3. List 2 facts about AIDS.

ACTIVITY #32: THE WALKING CONTINUUM

PURPOSE:

To assist adolescents in learning to express feelings, thoughts, and concerns to friends and peers through positive communication and physical interaction.

To develop in youth a broadened sense of who people around them are and the affect those individuals have on the youth's own actions.

To assist adolescents in communicating with boyfriends/girlfriends about dating, sex, marriage, AIDS and other sexually transmitted diseases.

GROUP LEADER'S NOTES:

This exercise is to help the youth clarify their values about dating, sex, marriage and peer relationships.

Before the session begins, take two sheets of paper. Print STRONGLY AGREE in large letters on one sheet and STRONGLY DISAGREE in large letters on the other. Post the signs at opposite ends of the room, allowing enough space for people to move freely between the two signs.

Ask the group to get up and stand along the wall where you have posted the signs. Explain to the group that you will read a series of situations. After you have read the situation, they are to place themselves physically somewhere on the imaginary continuum between the STRONGLY AGREE sign and the STRONGLY DISAGREE sign.

After the exercise is completed ask the group to write a response to one of the following phrases that you have already written on the flip chart:

I learned that..... I realized that.....

I noticed that..... I was pleased that....

I discovered that.... I was upset that.....

Have the group share their completed sentences. Ask them how it felt to publicly affirm their beliefs? How did it feel to be the only one in a particular spot on the continuum?

Share with the group your observations of the exercise (i.e., "everyone seemed uncomfortable with situation #12, some people even giggled. Why was that situation uncomfortable or funny to you?").

NOTE: When this is being done if there are too few people (1 or 2) to make the "walking" aspect work, it can be modified by giving out the trainer's sheet as a handout. The discussion would then be done one on one, or the participant could write down if they agreed or disagreed with the statement. (The best method here is to allow for a continuum scaling of from 1 to 10, with 1 being "strongly agrees" and 10 being "strongly disagrees.")

VARIATION: If you are concerned that members of your group will be unable to act independently in this exercise because of peer pressure, try the following variation. Give each group member a collection of cards numbered one to ten. After reading each situation, ask each person to select the number that best describes how much they agree with the situation. (like judges at an international skating competition). Personal selection of numbers should be seen by all and will have an effect similar to moving around the room.

MATERIALS NEEDED:

Tape
STRONGLY AGREE & STRONGLY DISAGREE signs
WALKING CONTINUUM trainers sheet

TRAINERS SHEET: WALKING CONTINUUM

1. In a relationship it is best if one person has the ultimate responsibility for making important decisions and that person should be the male.

2. It is unnatural for males to like to cook and females to like to work on cars.

3. The best way to deal with conflict with your girlfriend/ boyfriend is to ignore the situation and do what you want to do with or without the consent of your girlfriend/ boyfriend.

4. It is O.K. for the boyfriend/girlfriend to be unfaithful as long as the other person doesn't find out about it.

5. It is best to wait a few years after high school to get married and start having a family.

6. It is okay for people in a close relationship to strike out and hit each other as long as no one gets seriously hurt.

7. It is okay to have children without being married.

8. If you have children and are not married, the father is NOT really responsible for the care and support of the children.

9. It is O.K. for two people to live together to see if they are compatible for marriage.

10. The female/woman is responsible for birth control.

11. It is O.K. to have sex before marriage if your sex partner is the one you are going to marry.

12. It is O.K. to have sex before marriage regardless of how well you know your sex partner.

13. It is not necessary to practice birth control.

14. When you are married it is not necessary to practice birth control.

15. It's O.K. to get married before you have completed your education and gotten a good job.

16. The husband is supposed to earn the money to support the family. The wife is supposed to stay home, raise the family and keep house.

17. Sometimes it is useful to have a third person, like a counselor or minister, help resolve conflict in a relationship.

ACTIVITY #33: *COMMUNICATING WITH FRIENDS*

PURPOSE:

To identify personal expectations of peer relationships, boyfriend/girlfriend interactions, sexual encounters, and marriage.

GROUP LEADER'S NOTES:

Ask the group a series of questions and record the responses on the flip chart. As the responses fill a sheet of paper, it should be detached and taped to a wall, so that at the end of the questions all responses can be viewed at once.

QUESTIONS:

1. *How important are your friends to you?*

   Do you have to give up time with friends, or even the friends themselves, when you date one person exclusively?

   What are the benefits or liabilities of dating one person steadily/exclusively?

2. *What is safe sex?*

   What is AIDS?

   What is Family Planning?

3. *How many of you think you will get married someday?*

   How old do you think you will be?

   Will you have children? How many?

   Will both of you work?

   Is this your idea of a perfect marriage?

   Friends at all levels become very important to us for many reasons. Some friendships even lead to MARRIAGE.

4. *What are the pitfalls/problems with friendships?*
   (Record the pitfalls or problems on the flip chart).

5. *What can be done to resolve these problems?*
   (Record responses on the flip chart).

MATERIALS NEEDED

Flip chart, markers, paper & tape

ACTIVITY #34: *WHAT WOULD YOU DO?*

PURPOSE:

This exercise is intended to explore solutions to problems in relationships with friends.

GROUP LEADER'S NOTES:

1. Ask the group to read the handout WHAT WOULD YOU DO?

2. For each vignette, encourage the group to look at both sides of the situation. Identify the problem. Discuss possible solutions.

   Encourage the group to come up with as many solutions as possible. (Trainer may want to record the solutions on the flip chart so that group members can see how creative they were).

3. Go through the situations one at a time. This can be done as a large group, or in small groups who would report back in a large group setting, or individually. If the latter is chosen, each person should be asked to write down their identification of the problem and as many possible solutions that they think would work.

MATERIALS NEEDED:

Flip Chart and markers
WHAT WOULD YOU DO? (Participant's Guide page 29)

WHAT WOULD YOU DO?

Being able to communicate and work through problems with friends is very important. What advice would you give for each of the situations below?

SITUATION #1

Tom and Mary have been going together off and on for 2 years. They are both in their last year of high school. Tom has plans to go into the Army. Mary wants to go to beauty school to become a beautician. They plan to marry in 3 or 4 years after Tom has finished his training and has started to make good pay. After the second week of the school year, Mary discovers that she is pregnant.

What is the problem here? What would you do if you were Mary? Tom?

_____

_____

_____

SITUATION #2

You have been in your own apartment for almost 2 months. Your two best buddies keep "dropping in" unannounced. This doesn't bother you except for the fact that they never bring any food or drink and just eat all your stuff. Consequently, you are always close to being out of food. You can't afford to continue to allow this to go on.

What is the problem here? What do you do? What do you say to your "buddies"?

_____

_____

_____

SITUATION #3

You are on the steps leading up to the side entrance at school. The group of kids you "hang out" with usually meets there at the beginning and end of each day. A guy named Norman Tone, who is in your classroom and who you kind of like, but don't know too well, starts over towards you on the steps. Your friends stop him and tell him to go someplace else because the area he is in now "belongs" to them.

What is the problem here? Do you do anything? Do you talk to Norman?

_____

_____

_____

SITUATION #4

Your good friend Paul asks if you want to go to a ballgame on Friday (It is Monday). You haven't any plans so you say "yes". Paul says he'll buy tickets and come to your house about 6 p.m. on Friday (game starts at 7:30 p.m.) On Friday morning you and Nancy start talking in the cafeteria. She says she has these two tickets to this concert for tonight (Friday) and asks if you'd like to go. You really like Nancy and really want to spend some time with her.

What's the problem here? What are your alternatives? What's your final decision?

_____

_____

_____

SITUATION #5

John and Gary have been sharing an apartment for the last 6 months. They both have good responsible jobs that sometimes require work at nights or on weekends. When they first moved in together and set up the apartment, they enjoyed spending time using the kitchen, preparing meals, and cleaning up. They willingly shared the responsibilities of keeping the house clean, doing the laundry, and shopping for groceries.

Now, they are both really busy in their jobs and the housework is not getting done. Last night, Gary complained about the bathroom being full of dirty clothes, and the sink full of dirty dishes. John, who was in a hurry to return to work, told him if he didn't like the way things were he could fix them or leave.

What is happening here? Can the partnership be salvaged? What would you do if you were Gary?

_____

_____

_____

Activity 34

ACTIVITY #35: *FACT OR FICTION?*

PURPOSE:

To provide factual information about AIDS and to enhance individual ability to communicate on the subject with friends.

GROUP LEADER'S NOTES:

Distribute the handout FACT OR FICTION. Ask group members to complete this true or false quiz.

After everyone has finished, hand out THE LATEST FACTS ABOUT AIDS. Process the exercise with this handout.

How many got them all right?

Were you surprised by any of the answers? Why?

MATERIALS NEEDED:

FACT OR FICTION? (Participant's Guide page 32)
THE LATEST FACTS ABOUT AIDS (Participant's Guide page 33)

FACT OR FICTION?

READ EACH STATEMENT BELOW AND DETERMINE WHETHER IT IS TRUE OR FALSE

1. Only Gay people get AIDS. True __ False __

2. The best way to keep from getting AIDS is to wash off after having sex. True __ False __

3. It is possible to get AIDS from shaking hands or hugging an AIDS patient. True __ False __

4. The more people you have sex with, the greater the possibility of getting AIDS. True __ False __

5. AIDS is a disease that kills people. True __ False __

6. People who use needles to inject drugs (IV drug users) are at an increased risk of getting AIDS. True __ False __

7. If you know the symptoms, it is possible to detect an AIDS carrier. True __ False __

8. People who have AIDS usually know that they have it and can take measures to protect others from getting it. True __ False __

9. It is best not to donate blood. You can get AIDS from the needles, syringes, tubing, and containers used at blood donation centers. True __ False __

10. It is possible to become infected by the AIDS virus, not develop any symptoms but still pass the virus onto others. True __ False __

11. You should avoid sharing bathroom facilities and swimming pools with those known to have AIDS. True __ False __

12. You can take a test to find out if you have AIDS. True __ False __

13. People in my community don't need to be concerned about AIDS. AIDS is a problem in the big cities and bad parts of town. True __ False __

This material was developed from information provided by the American Red Cross and the United States Public Health Service.

Activity 35

THE LATEST FACTS ABOUT AIDS

1. FALSE - Anyone can get AIDS. AIDS is spread by sexual contact (both heterosexual and homosexual), needle-sharing and through transfused blood.

2. FALSE - The best ways to prevent getting AIDS:

   - *Do not use IV drugs.*
   - *Do not have sex with AIDS patients, members of the high risk groups, or people who test positive for AIDS.*
   - *Use condoms.*
   - *Do not have sex with multiple partners.*
   - *Do not have sex with IV drug users.*

3. FALSE - There is no scientific evidence to prove that AIDS is transmitted through casual contact like this.

4. TRUE - You are less likely to get AIDS if you limit sexual contact to one person you know well.

5. FALSE - It is not the AIDS virus that kills people. The AIDS virus destroys the body's ability to fight off some infections and cancers. It is the infection or cancer which finally causes death.

6. TRUE - It is estimated that thousands of IV drug users already have AIDS and many thousands more may be carrying the virus. IV drug users who share needles are increasing their risk of getting AIDS.

7. FALSE - Many people who are infected with the AIDS virus have no symptoms. Some develop symptoms that could also be symptoms of other illnesses.

8. FALSE - While it is possible to take precautions against spreading AIDS, not all AIDS virus carriers know that they have or are carrying the virus.

9. FALSE - Needles, syringes, tubing, and containers used by blood donation centers are sterile and only used once.

10. TRUE - It is estimated that more than 1 million Americans have been infected by the AIDS virus. Some will get AIDS. Some may remain healthy but still transmit the virus to others.

11. FALSE - There is no scientific evidence to prove that AIDS is transmitted this way. The AIDS virus is transmitted in blood or semen.

12. TRUE - There is a test to tell if someone has been infected by the AIDS virus. A positive test result does not mean that the person will develop AIDS.

13. FALSE - Everyone needs to be concerned about the spread of AIDS. No one with AIDS has ever recovered the lost immune function. More than half the Americans that have developed AIDS have died.

This material is based on information provided by the American Red Cross and the United States Public Health Service.

ACTIVITY #36: *AIDS SITUATION - WHAT DO YOU THINK?*

PURPOSE:

To help youth identify and discuss their own fears and concerns about getting AIDS, attitudes and feelings about those who have AIDS, and attitudes and feelings about taking preventive measures.

GROUP LEADER'S NOTES:

Distribute the handout WHAT DO YOU THINK? Ask the group to read the situations. Process each situation after it is read by the group.

MATERIALS NEEDED:

WHAT DO YOU THINK? (Participant's Guide page 35)

WHAT DO YOU THINK?

Considering what you know about AIDS, what would you say in each of the following situations?

SITUATION #1

Joe had a really good job at Jimbo's Shipping Company. His boss liked his work and had talked about making him an assistant manager. Everything changed the day Joe found out he had tested positive for AIDS. His boss told him he couldn't take any chances. He didn't want to fire him but he had to because others might find out that Joe had AIDS.

What do you think? What is Joe going through? His boss?

SITUATION #2

Alice had been dating Tommy exclusively for several weeks. She liked him a lot. This morning Tommy told her that his Uncle Arthur had died after being sick for a long time. His Uncle Arthur had died from pneumonia, but he had also been diagnosed as having the AIDS virus.

Although Alice liked Tommy a lot she wasn't sure that she wanted to be with him anymore. She didn't think that she wanted him to touch her or to kiss her anymore. She also wondered what other people would think if they knew that Tommy's Uncle Arthur had died of AIDS.

What would you do if you were Alice? Tommy?

SITUATION #3

Mark had the AIDS virus antibody test and discovered that he tested positive for AIDS. He felt fine. He had no symptoms. He admitted to himself that he had a lot of different sexual partners but they had all been good people like himself. He couldn't believe that the test was accurate. He decided not to tell anyone, particularly his new girlfriend.

What do you think? What should Mark do?

SITUATION #4

Sheila was the only girl for Richie. It seemed like he had loved her for a long time. He thought she felt the same way about him. At least she said she did. That is until recently. When Richie tried to make love to her she pushed him away. She said that she loved him but could not make love to

him unless he used a condom. Richie resented this demand. He felt that she should know that he did not have AIDS.

Should Sheila have known that Richie did not have AIDS? What needs to happen here?

SITUATION #5

Bessie believes that people who have AIDS should be quarantined, kept out of school, and away from public places. She also agrees with those who say that a major AIDS testing program should be started to find out who has the AIDS virus. Bessie feels that this is the best way to protect those who do not have the AIDS virus.

Is Bessie correct? Why? Why not?

SESSION 8

LET'S TALK AT HOME

SESSION 8

LET'S TALK AT HOME

SESSION OBJECTIVES:

At the conclusion of this session, participants will be able to:

1. Identify 4 potential difficulties in getting along with roommates, landlords and neighbors.
2. Relate 3 personal feelings about sharing an apartment.
3. Explain the difference between passive, aggressive, and assertive expression.
4. Demonstrate assertive expression.

ACTIVITY #37: *RATE YOURSELF*

PURPOSE:

To help group members determine what roommate behaviors are okay and not okay. The results should help guide youth in their roommate selections.

GROUP LEADER'S NOTES:

Ask how many group members think they will be sharing a place with someone when they move out on their own. (If not many of the group respond, ask how many people have had to share a room before.)

Point out that many young people start out sharing apartments with roommates because they either cannot afford to rent a place by themselves or they choose to have a roommate for companionship.

Have group members complete the handout, RATE YOURSELF, by placing a check in each column that applies to them.

After everyone has finished, ask the group to star the situation that would bother them the most. Their selections will be used in activity #39.

Discuss the results of this exercise.

Discussion Questions:

1. *What ideas did you get about selecting roommates?*
2. *Did you learn anything new about yourself? What?*

3. *Are there other situations not included on this list that would really bother you? What are they?*
4. *What kind of person do you think would make a good roommate for you? What personality traits would this person have?*
5. *Do best friends make good roommates? Why or Why not?*

MATERIALS NEEDED:

RATE YOURSELF (Participant's Guide page 37)

RATE YOURSELF

WHAT KIND OF A ROOMMATE COULD YOU LIVE WITH?

Many people find it necessary and desirable to share a place when they first move out on their own. If you are thinking about having a roommate, take the quiz below to see what kind of person you could live with.

It would/would not bother me if my roommate...	*Would not bother me*	*Would bother me*
1. Left his/ her shoes in the living room for three days.		
2. Smoked cigarettes.		
3. Smoked and left filled ashtrays all over the apartment.		
4. Ate the last slice of cake that you had planned to have as a snack after work.		
5. Invited several people over to party on a night that you need to go to bed early.		
6. Left wet towels on the floor of the bathroom.		
7. Never cleaned his/her room.		
8. Kept his/ her room so clean you could "eat off of the floor".		
9. Nagged you about doing the dishes and keeping the kitchen clean.		
10. Had to borrow money to pay his/ her share of the rent.		
11. Spent the weekends drinking.		
12. Expected you to do all the cooking.		
13. Did not want to join you and your friends when you got together for a good time.		
14. Invited some of his/ her friends to move into your apartment "temporarily" until they find a place of their own.		
15. Listened to loud music.		
16. Was a "couch potato".		
17. Used drugs.		
18. Left drugs and drug paraphernalia around the apartment.		

ACTIVITY #38: *ASSERTIVE, PASSIVE, AGGRESSIVE COMMUNICATION*

PURPOSE:

To teach youth the difference between assertive, passive and aggressive expression.

GROUP LEADER'S NOTES:

Point out that there are three different styles of communication that can be used to handle situations when they occur.

Write the three words, *Assertive, Passive and Aggressive* on the flip chart. Ask the group what they think these words mean as they relate to communication. Record group responses on the flip chart.

Assertive Communicator - Uses direct statements that describe thoughts, feelings and wants. Listens effectively. Uses comfortable direct eye contact and a relaxed but firm tone of voice. Stands up for rights.

Passive Communicator - Uses indirect expressions (tone of voice, body language) or statements to express thoughts, feelings and wants. Speaks in a weak, wavering tone of voice. Doesn't stand up for rights.

Aggressive Communicator - Uses direct statements to express thoughts, feelings and wants but doesn't take other person's feelings into consideration. Uses sarcasm and "put down" statements. Sometimes points finger or makes a fist to make a point. Uses a loud or shrill tone of voice. Does not listen effectively.

Show the tape and discuss. Show the tape a second time if everyone does not see the differences.

MATERIALS NEEDED:

VCR
Flip chart and markers
Trigger Tape

Title: *Styles of Communication: Getting Your Point Across.*

Purpose: To illustrate passive, aggressive and assertive behavior

Questions to Discuss:

1. Which character is assertive? Why?
2. Discuss some situations in which communication may not be successful?
3. Can the principles of negotiation be applied in these situations? How?

ACTIVITY #39: *HOW WOULD YOU RESPOND?*

PURPOSE:

To practice assertive expression using situations that could occur with a roommate.

GROUP LEADER'S NOTES:

Ask the group to look at RATE YOURSELF again. Point out that any of the situations in RATE YOURSELF could actually happen in a rooming situation.

Using the situations in RATE YOURSELF, ask for volunteers to role play passive communication and aggressive communication. Remind role players to use appropriate body language, tone, and wording for the communication style being demonstrated.

Now ask for someone to select a situation to be role- played assertively. Using the BEING ASSERTIVE WORK SHEET, answer the questions as a group to prepare for the role-play.

Ask for a group member to role-play the situation with you. Critique.

Now ask each person to record the situation that they starred in activity #37 on the ASSERTIVE WORKSHEET handout. Instruct them to visualize this situation actually happening. Have them complete the phrases that follow on the handout.

Ask for volunteers to role play their situation using assertive communication. Critique the role play and process the exercise.

Discussion Questions:

1. Was it easy to formulate assertive responses? Why or why not?
2. Was it easy to role play assertive responses? Why or why not? Were you able to get agreement?
3. How would you handle the situation if the person that you are addressing begins to criticize you? (Remind them of exercises in Communicating on the Job.)
4. What would you do if the person that you are addressing wants to argue with you? (Call for time out, use negotiation skills, try to understand the other person's perspective, present an alternative proposal, attempt to reach an acceptable compromise.)

MATERIALS NEEDED:

RATE YOURSELF (Participant's Guide page 37)
BEING ASSERTIVE (Participant's Guide page 38)
Flip Chart

BEING ASSERTIVE WORK SHEET

If you have ever shared a room with someone, you know how important it is to maintain good communication. Disagreements will occur. If you know how you feel, what you think and what you want to have happen, assert yourself.

Select a situation that you think could actually happen. Describe the situation in the space below.

THE SITUATION _____

_____

Picture this situation actually happening and complete the following phrases describing your thoughts, feelings and wants.

The example below will help:

THE SITUATION *My roommate expects me to do all the cooking.*

I THINK *I've been doing most of the cooking lately.*

I FEEL *irritated when you walk in the door and say, "what's for dinner?"*

I WANT *us to work out a schedule to alternate cooking responsibilities.*

Other alternatives:

I WOULD ACCEPT help in planning and preparing some of the meals.

THE SITUATION _____

I THINK _____

I FEEL _____

I WANT _____

Other alternatives:

I WOULD ACCEPT _____

Activity 39

ACTIVITY #40: *BEING ASSERTIVE*

PURPOSE:

This exercise is intended to help youth think about conflicts that could arise between tenants and landlords and with neighbors. It is intended to help youth integrate and practice communication skills presented in different sessions.

GROUP LEADER'S NOTES:

Ask the group to recall all of the different communication skills that have been talked about in the group. (Effective listening, body language, effective expression, dealing with criticism, negotiation, assertiveness.) Point out that this exercise may require the use of all of these techniques.

Divide the group into teams and give each team a BEING ASSERTIVE role play situation. Tell each team not to share their situation with the other teams.

Tell each team to take a few minutes to read and discuss the situation. Remind them to think about all of the different communication skills that may be used in the role play. Suggest that a BEING ASSERTIVE WORK SHEET be used to prepare for the role play. Each team must decide who will be the "actor" representing them in the role play.

If possible, videotape each role play. Use the video in critiquing. Ask group members to identify the different communication techniques as they are used in the role play.

Process the experience.

MATERIALS NEEDED:

Flip Chart and markers
BEING ASSERTIVE WORK SHEET (Participant's Guide page 38)
BEING ASSERTIVE ROLE PLAYS (Participant's Guide page 40)
Video equipment

BEING ASSERTIVE ROLE PLAYS

SITUATION 1 - TENANT

You and your roommate just moved into an apartment owned by Mr. Jones. The apartment is on the second floor over Mr. Jones' shoe repair shop. Before you moved in, you noticed that the faucet in the bathroom leaked. You mentioned this to Mr. Jones and he said that he would fix it. That was three weeks ago and it's still not fixed. Since then you have also discovered that the oven doesn't work. You are beginning to wonder if maybe you and your roommate were too eager to move into this apartment. But it was very reasonable and you didn't have any other place to go.

You invited friends over for dinner this Saturday. The oven and the leaky faucet have to be fixed by then. This is the first time your friends will have been to your apartment and you want everything to be perfect.

This is Tuesday. You plan to see Mr. Jones after work and insist that the work be done on the apartment no later than Thursday.
Your name is Lynn Hart.

SITUATION 1 - LANDLORD

You recently rented the apartment over your shoe repair shop. You had intended to make several repairs to the apartment before the place was rented again. However, the two young people that you ended up renting to were so eager to find a place that you allowed them to move in before all the repairs were finished. You thought that you were doing them a favor, since they seemed so desperate to find a place.

You had intended to get the repair work done as soon as possible and, in fact, the only thing left to fix is the faucet. You would have fixed that too, but you've been so busy. Now, your wife is ill and you have no time after work to take care of the repairs. You've talked to your nephew about doing the work. He's busy too, but he said he could get to it on Saturday.

Your tenant, Lynn Hart, said that she would be by today. You're sure she wants to discuss the leaky faucet. You are Mr. Jones.

SITUATION 2 - TENANT

You've been living in South Hills Apartments for the last six months. You have a first floor apartment and for most of the six months that you have

been there the apartment immediately over yours has been vacant. Last week, someone moved into the second floor apartment.

Since then, life at South Hills Apartments has sure been different. When you come home from work there are no parking spaces left anywhere near your apartment. According to policy, tenants are not supposed to use more than one parking space. Guests are to park on the street.

Worse yet, your neighbor has been making a lot of noise. It seems like there are people moving around all night long. There has also been a real annoying noise that sounds like a motor running all the time. The floors are not carpeted so there is nothing to muffle the sound. Last night, your neighbor must have had a party because in addition to the normal noise there was a lot of laughter and music all night long.

You thought about filing a complaint with the apartment manager. But, you really didn't want to start any trouble. You plan to talk to your new neighbor first. You don't even know your neighbor's name.

SITUATION 2 - NEIGHBOR

You have just moved into a second floor apartment at South Hills Apartments. The last few days have been really hectic. Your brother and his friends helped to move your stuff and have stayed around to help you get settled.

Your brother will be staying with you for the next 3 months but his friends will leave in a couple of days. Because they were so great to help, you had a party for them last night. You would have liked to have invited some of your neighbors to join in the party but you don't know anyone yet.

It has been really hot since you moved in. Fortunately, you have a floor fan with a real powerful motor that keeps the place reasonably cool.

You have been so busy moving that you also have not had a chance to read the tenant handbook that the resident manager gave to you. You know you probably should, but there just hasn't been enough time.

You're on your way out the door to go to the grocery store when you see your neighbor coming up the steps to your apartment. He looks upset.

SITUATION 3- ROOMMATE A

You and your roommate have been living in a small 2-bedroom apartment for 6 months. You knew the place was going to be cramped when you moved, but it seems like it has gotten smaller. Of course with your roommate's junk

all over the floor, it's no wonder the place seems smaller. You can't even see the floor half of the time.
The 2 bedrooms are not the same size either and yours is the smaller of the two. In the beginning, you and your roommate agreed that you would switch rooms halfway through the year so that both of you would have a chance at the larger room. Six months is up and you are ready to move into the larger room and spread out a little.

You always keep your things neat and clean so it will be pleasure to have a little more space. You will also have space now for that extra chest that your aunt has been saving for you.

You approach your roommate about switching rooms.

SITUATION 3 - ROOMMATE B

You and your roommate have been living in a small 2-bedroom apartment for 6 months. You knew the place was going to be cramped when you moved but it seems like it has gotten smaller.
Of course, you have to admit that leaving your things lying around on the floor sometimes makes the place seem smaller than it is.

You have been trying to do a better job at housekeeping and keeping your room straight in particular. You know it bugs your roommate that you are so messy. But you have so much stuff and the place is so small.

Six months ago, when you and your roommate rented the apartment, you tossed a coin to see who would get the bigger room. Thank goodness you won. But you also remember something about switching rooms in the middle of the year so that both of you could use the larger room.

Surely, your roommate is not going to ask you to change rooms now. You need the larger room especially since your sister asked you to store some of her stuff until she can move into her own place in a month or two.

You have to convince your roommate to let you keep the larger room.

RESOURCES

PROGRAM DEVELOPMENT

Griffin, William V. *Independent Living Strategies: A Program to Prepare Adolescents For Their Exit From Foster Or Group Care.* Tulsa, OK: National Resource Center for Youth Services, The University of Oklahoma, 1987.

Mayne, Kris G., ed. *Pathways To Adulthood.* Tulsa, OK: National Resource Center for Youth Services, The University of Oklahoma, 1988.

Stone, Helen. *Ready, Set, Go: An Agency Guide to Independent Living.* Washington, D.C.:Child Welfare League of America, 1987.

YOUTH TRAINING MATERIALS

Ansell, Dorothy. *Making It On Your Own.* Richmond, VA: Center for Children, Youth, and Families, School of Social Work, Virginia Commonwealth University, 1983.

Baker, L. Bruce, et. al. *Toward Independent Living.* Champaign, IL: Research Press, 1980.

Center for Youth Services. *Workin' For A Livin'.* Rochester, NY: Center for Youth Services.

Center for Youth Services. *Gimme Space.* Rochester, NY: Center for Youth Services.

Group Dynamite. East Lansing, MI: Cooperative Extension Service, Michigan State University.

Kehayan, V. Alex. *SAGE Self-Awareness Growth Experiences Grades 7-12.* Rolling Hills Estates, CA: B.L. Winch & Associates, 1983.

Krawetz, Michael. *Self-Esteem Passport.* New York: Henry Holt and Company, 1984.

Oasis Center, Inc. *Meeting Life's Challenges: A Youth Worker's Manual for Empowering Youth and Families.* Tulsa, OK: National Resource Center for Youth Services, The University of Oklahoma, 1988.

Simon, Howe & Kirschenbaum. *Values Clarification.* New York: Hart Publishing, 1972.

University of Tennessee. *Supplement To Making It On Your Own.* Knoxville, TN: Office of Research & Public Service, University of Tennessee School of Social Work, 1984.

SUPPLEMENTAL MATERIALS

Armstrong, Dorinne and Armstrong, Richard. *Leaving The Nest: The Complete Guide to Living on Your Own.* New York, NY: Quill: Beech Tree Books,

Beyer, Margaret. *Helping Children In Care Overcome Emotional Obstacles To Independence.* King George, VA: American Foster Care Resources, Inc.

Clark, Aminah, et. al. *How To Raise Teenager's Self-Esteem.* Los Angeles, CA: Price Stern, Inc., 1988.

Confer, Charles. *The Group Trainer's Handbook: Working With Groups.* King George, VA: American Foster Care Resources, Inc., 1986.

Frey, Diane & Carlock, C. Jesse. *Enhancing Self Esteem.* Muncie, IN: Accelerated Development, Inc. 1988.

Goldstein, Arnold et. al. *Skillstreaming The Adolescent: A Structured Learning Approach To Teaching Prosocial Skills.* Chicago, IL: Research Press Company, 1980.

McKay, Matthew & Patrick Fanning. *Self-Esteem.* Oakland, CA: New Harbinger Publications, 1987.

McKay, Matthew, Davis, Martha & Fanning, Patrick et. al. *Messages - The Communication Skills Book.* Oakland, CA: New Harbinger Publications, 1983.

Scott, Sharon. *How To Say No And Keep Your Friends.* Amherst, MA: Human Resource Development Press, Inc., 1987.

BIBLIOGRAPHY

Adelson, Joseph, ed. *Handbook of Adolescent Psychology.* Wiley Interscience, New York. 1980.

Commonwealth of Kentucky, Department for Social Services, *Handbook for Investigating Abuse and Neglect in Out-of-Home Child Care Settings.*

Published by:
Training Resource Center Project
Eastern Kentucky University
202 Perkins Building
Richmond, Kentucky 40474-3127

In Conjunction with:
Cabinet for Human Resources
Department for Social Services